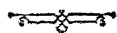


THE MODERN LIBRARIAN

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COVERS EVERY PHASE OF SCHOOL, COLLEGE,
AND PUBLIC LIBRARY WORK AND HAS A CIRCULATION
THROUGHOUT INDIA, BURMA AND CEYLON.



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John Galsworthy—His Art and His Methods

By Max M. Wylie.

The following paper is an attempt to approach an appreciative and unprejudiced appraisal of Galsworthy's work, with special attention to *The Man of Property*. It is an attempt to re-assemble the salient features of his theories, to present a boiled-down review of the important elements of the great Saga trilogy, and to evaluate these in regard to their composition, purpose, and worth according to contemporary standards as they are understood by the writer. Much good criticism has been written about Galsworthy, much also that is banal, trashy, prejudiced, or for one reason or another, unsafe and unsubstantial. However, criticism is always to be read with one's tongue in one's cheek. To accept any criticism of any art as authoritative is not only stupid but dangerous for the reason that it is, like judgments rendered at football games, the tabulated opinions of one person. It is better to read no criticism at all than to read only one and accept that one as a positive truth. For example let me quote as rather strong and quite thoroughly disgusting analysis of Irene Forsyte as she is diagnosed and classified by no less a figure than D. H. Lawrence. Here is his verdict in regard to her, and you may judge for yourself the wisdom of taking what you read in critical essays as ultimate truth. Very often, so it seems to me, criticism is prompted by unforgivably illiberal motives, impaired vision, ignorance, spite, and bad digestion. Lawrence includes this passage about Irene in a general discussion of Galsworthy: "One is forced to prefer June or any of the old aunts to Irene. Irene seems to me", he says, "a sneaking, creeping, spiteful sort of bitch, an anti-Forsyte, absolutely living off the Forsytes—yes, to the very end; absolutely living off their money and trying to do them dirt. She is like

Bessie, a property mongrel doing dirt in the property kennels. But she is a real property prostitute, like the little model in *Fraternity*. Only she is anti. It is a type recurring again and again in Galsworthy: the parasites upon the parasites, 'Big fleas have little fleas', etc. And Fosinner and Irene are among the little fleas. And as a tramp loves his own vermin, so the Forsytes and the Hilarys love these, their particular body parasites, their *antis*." This is vivid criticism, vivid in the same sense that the picture of a man vomiting on the street is vivid. But it is extremely poor stuff as criticism for the reason that it is reckless, fanatic, and untrue. It is pumped full of volcanics. Lawrence has lost his temper, if indeed he can ever be considered to have control of it. This is mentioned here, merely as a warning that one must be chary of criticism, one must not take it in large doses, or better, read all there is by all the authors you can discover and come to your own convictions by selecting from the pile, what appear to be those that are most selfless, most intelligent, and most sincere.

One of the few enduring and unanswerable criticisms levelled against the forbidding and saturnine countenance of the composite Forsyte is this: that for reasons about to be investigated, the book is not a story of an agglomeration of humans, not a collection of personalities—as are most novels—but rather the social drift of a mass movement. It is frequently urged that in the whole of Galsworthy, excepting only in certain of the dramatic works, there does not exist a single individual, a single sharply defined character, whose identifiability is possible *per se*, that is to say, there is no character in the Saga who exists quite aside from his contact with, or affinity to, or antipathy for the Forsytes,

no character who stands forth as having sufficient individual personality to continue to be vivid, important, and significant if the sustaining props of the ubiquitous Forsytes were suddenly knocked from beneath him. This contention can be supported with fairly convincing arguments, and has been, perhaps all too slovenly by such men as the one we have already sampled. The opinions of Lawrence are not so interesting as is their expression; explosive, pictorial, and gratuitously offensive. But to say that the Saga is untrue to life because it is a representation of a group of 'social beings' instead of a group of individuals is as idle as to say that the collective impact of any movement or class in the social history of mankind has not place in literature.

The most substantial attack that can be brought against the story of Soames, his forebears, and his offspring, as to its conception and treatment, is this: that the immense satirical possibilities of the book are seriously weakened by a mitigating tincture of sentimentality, a seepage allowed to leak into the material detriment of the satire. Perhaps Galsworthy has allowed himself to be sentimental, because it is his nature to be so. Probably it is because he sincerely felt that there was a just place for sentiment in the Saga, as there certainly is. But if we examine the result of introducing the sentimental ingredient in the *Man of Property*, we find that the splendid satirical power of the tale suffers a distinct loss. Its integrity has been violated. Satire is not sentimental stuff. Its purpose is to destroy through, the agency of exploitation, exposure, and ridicule, and most of the world's satire of this order has been written by hard-bitten men with a bone to pick and sharp fangs to pick it with. Galsworthy has, to an appreciable extent, compromised himself on his issue. Irene, for example, secretly rebelling against her condition of legalized, though virtual, prostitution,

makes a sudden and scandalous bolt in the direction of romance, of true, love, of the fresh air of willing surrender and grateful possession. Actually this is, of course a by no means abnormal action and under the circumstances we are given, she is not condemnable for it. Galsworthy is, however, and in this way: that he has made an unnecessary concession to life, to the detriment of his cardinal purpose of satire. Irene's capitulation to the temptation of the comforting arms of the ardent Bosinney partially assuages our own feelings, and we lick our lips over this scalding retaliation to the simmering Soames. But this very retaliation, pleasant and satisfying in itself though it may be, succeeds without question in castrating the satirical perfection the situation afforded. In other words the effect from the point of satire, would have been infinitely more devastating if our condemnation of Soames could have been sustained throughout by the simple expedient of keeping Irene captive. Then we could have been merciless in our judgment against what he represents. From satire we have been thrust quite suddenly into real life and the effective reiteration of the preceding theme has been interrupted and for ever damaged. Feeling has at last asserted itself and the magnificent power of the satire springs a mighty leak and deflates into a series of shapeless folds and wrinkles. If the new sentimental theme embellishes the general canvas, intensifies the movement, it also punctures the hissing bubble of satire.

But aside from this definite weakness, it might be pertinent to ask, what is the measure of the efficacy of any satire? The measure of the efficacy of satire is in direct proportion to its capacity to breed sustained and defensible hatred. Nothing more. That is its purpose and if we are to determine the satirical value of the Saga according to this test, it is immediately evident that despite enumerated shortcomings, the story is nonetheless masterful.

JOHN GALSWORTHY

As an artist of characterization. Galsworthy is considered by many to be weak, ineffectual, and unconvincing. The reason for this criticism appears at once. It is merely this: they attempt to approach the problem of character analysis and dissection by the same methods employed when one wishes to differentiate types in a Hardy novel, to scrutinize the characters each as a separate entity. This cannot be done with more than two of the characters in the *Man of Property*. Bosinney alone is entitled to independent investigation, and from certain points of view, Irene Soames is not considered to be an outstanding character in point of unique delineation or individuality. But to hold up these justifiable evidences as destructive criticism is unfair for the simple reason that Soames, and all the rest of the Forsytes for that matter, is not supposed to be an individual. Soames is a corporate contribution. It isn't so much the point that Soames is certain things or is not certain things, or has certain things, as that he represents them. It is true that our odium is sharply provoked against him, but Galsworthy is not concerned that Soames be exploited and pilloried as Soames. What Galsworthy is striving towards is the implication of the universality of such individuals, thereby giving a definite applicability to the man, a social applicability. The chattering Euphemias, and gossiping doddering, idiotic Timothys are sufficiently real to exist by themselves, but they are not obliged to exist by themselves, for in the drawing of them, Galsworthy had a mass in mind. They are composites. They are delegates to a convention of England's close conventionalities. They make gestures, speeches, at the general convocation, never as significant individual beings, but as the mouthpieces of generations of orthodox retainers and constituents. Hence James was never married to Emma, nor Soames to Irene, but thousands of James and Soames's were so married to as many thousand nameless

wives, and with each new tangle in the snare of the lives we are watching, with each new manifestation of the cowardice, jealousy, narrowmindedness, cruelty, perversity, fear, luxury, etc., runs the attendant reprimand at social hypocrisy and pandemic smugness. This enhances the value of the *Saga* as a satire because it extends the region of the thing satirized. What satirist ever busied himself with the destruction of a tight group consisting of a few real people, or of one real person? It has been done, of course, but the only wholesome result that ever proceeded from satirical literature was the result of exercising a general disease by establishing the generality of it through the medium of imaginary characters. Hence it seems a fair conclusion that if there are definite unrealities in the creation of the characters in the *man of Property*, or elsewhere in the *Saga*, these same characters have nevertheless served their purpose, the purpose of being the vehicles upon which all the sordid rankness of their class is wheeled forth for our inspection and our abhorrence.

In this paper little mention is to be made regarding the by this time fully known qualifications, prejudices, and distinctions discoverable in Galsworthy. As a writer of prose seen from the viewpoint, of dignity, simplicity, reserve, decency, and directness, he has no peer among contemporary novelists. The blame of stuffy tediousness is too jejune to be seriously answered. We have spoken of his sentiment and the risks it runs in upsetting the satirical scheme of the *Saga*. And we can conclude that part of the discussion with this point. Sentiment has no place in literature only when it becomes mawkish, and Galsworthy is never mawkish. His sentimental tarryings and toyings never ooze or drip with sweetness. They are real enough. If sentiment is treated with respect and economy, it becomes a powerful adumbration of profound and under-

lying emotion, the emotion of grace as well as of love.

In proceeding to the next matter, it might be wise to put a question or two. What are those qualities of the social body which Galsworthy would persuade us to despise? To ask the same question in another way, what are the factors which actuate the Forsytes, which propel all of them, resistlessly, relentlessly, towards the realization of their limited, their "myopic" horizons? It is primarily fear. Fear of poverty, fear of insecurity, fear of social exposure, fear of scandal, fear of life, fear of fear. That is the first thing that is laid out on the operating table, undressed, and found to be repulsive. Then as the quickest and surest insulation against catastrophe, the Forsytes have recourse to money, to the accumulation of a great deal of money, and their lives are consecrated to this end. To a Forsyte, money does not represent a medium by which life can be lived more beautifully or abundantly. It is merely a protecting bulwark behind which he can hide himself from the general loathsomeness of the world about him. With money a Forsyte feels enabled to fight off life, to repel its invasions against his all-important self. It is this dehumanizing, misanthropic aspect of wealth that Galsworthy is cutting open, the close-mindedness which it entails and augments, the idleness it fosters and feeds, and the grim fester of hypocrisy which suppurates on the face of society and trickles down its cheek, stinking, rancorous, and pernicious. Andre Chevrillon has summed up the major attributes of the Forsyte line in these words. "The Forsytes, a family the various generations of which represent the virtues and defects typical of the great upper middle class of England in the nineteenth century—energy, invincible vitality, worship of health, taciturn pride, secret determination not to give oneself away, irreducible egotism, passion for property, tendency to appreciate everything in terms of money, open contempt for ideas,

jealous individualism strangely combined with a superstitious respect for conventions and hostility to all who deviate from the prescribed and recognised pattern." And again, "You understand how by one of those odd mixtures of contraries produced by life, that species (of Forsyte) is a combination of the aristocratic and the vulgar, the commercial and the puritanical, the gregarious and the individualistic, the haughty and the mean, the primitive and the over-civilized." In an abridged and concentrated way, these two experts give the key to the solution of the Forsyte enigma, that is, they translate in a few words the essence of a variety of human life that has taken Galsworthy over three volumes to present in their intimate entirety. It is by the impact and interplay of the enumerated qualities referred to above that the author has struggled to lift, not only the most obvious, but the most fugitive and recondite, aspects of the English mind and the English habit—to lift them into the clear transparency of unhurried, deliberate examination. How completely this has been done can be seen from the following fact: that there is no novel of the last fifty years, perhaps none of any era of the literary art, that excels Galsworthy's rare genius for making his readers altogether aware, altogether familiar with, his character material. The perfect Soames could be picked from a crowd by any person who has had the patient application to seek to understand and know this man. He is many persons in one, but the generality of his outline is so sharp, so uncompromising, so predictable and so calculable, that his figure haunts the inner reaches of the imagination with the same pale rare distinctness of a statue's shadow when the moon is full. There is a certain darkness about the whole, but the curves are decisive and immemorial.

In the whole of Galsworthy any number of social injustices are probed and exploited, and resultant condemna-

is left for the reader. In the *Saga* the controversy, or struggle—*la lutte*—is laid between two large social divisions—people with money competing against people who are penniless—perhaps the reverse order is preferable—and into the one class or the other all of the numerous characters can be immediately classified. Having set the stage at the outset of the *Man of Iron* property according to this scheme, Galsworthy being by nature a fierce and relentless propagandist, at once sharpens the importance of these two groups by urging us to our own definite conviction that such a condition can and does exist with high and significant frequency in accidental civilizations. The position of Irene is of singular interest, and useful here as an example, since her situation in a way represents the sum total of all the multifarious ways in which this double-headed caste system can pinion and enslave its victims, force them to submit and then force them to rebel; force them to go hungry, amidst unending plenitude; and finally, force them, in many cases to their own ruin, and in all cases to their irremediable impairment, and to a complete rapture of the general happiness and content. Irene is the nuclear body about which most of the development revolves. Consider for a moment the unwitting influence she is caused to wield against her will. It is something forced upon her and it does not become marked until she finds her circumstances insupportable. If we assume, for the sake of brevity, that Soames is responsible for making Irene's life unlivable, we find next that Irene has likewise destroyed for Soames the only illusion which he allows for himself in this life—the illusion he has of her—she destroys it not through malice (for she has never revealed any capacity for malice) but destroys it simply by removing it, that is, by removing herself. She also destroys June's happiness, and in addition to all this she inadvertently leads

her own lover to self-destruction. She is the victim of all of these circumstantial snarls. She is never the aggressor. Yet it is through this tangle, a tangle in which she is always the most significant strand, that the lives of the rest are either caught, or suffocated outright, or damaged and mangled beyond any hope of recapturing their pristine balance and perspective. Bitter hatred she does have, but it is a truism to remark that everyone who ever lived and had deep and passionate capacity for love, likewise had an almost identical and complementary capacity to hate. Irene did not leave Soames because she hated him. She left him because she loved Bosinney. True there is a definite suggestion of escape in her flight, but it is not unthinkable to say that without the enticement of a lover according to her own design and desire, she might very possibly have continued indefinitely her humiliating and shameful concubinage with Soames. One of the keenest satirical circumstances we have in any of these volumes is this; that Soames who has a thousand times proved himself a selfish, unfeeling and damnable crusher, is in the end legally, conventionally, and morally sustained. Soames the phlegmatic, the prehensile, the slave-driving impossible husband, is sustained; his record is technically clear, whereas his wife who is one of the most deeply loving and gracious of modern fiction, is hissed, damned, and persecuted. She sinned. He kept his linen clean. Consequently any action he may choose to take against her, either in point of law or in point of personal retaliation, is at once justified by the society that produced his type. The existence of such realities as this, in the eyes of Galsworthy, is a damnable shame, these established laws, these established, puritanical, insufferably circumscribed ways of looking at things, these smug, self-righteous, simpering grimaces of intolerance. The absolute negation of justice, in this particular

issue, comes out at once, for as a matter of actual fact, it is of course, Soames himself who forces Irene to her infidelities. Primarily she is chaste. And because he has the strength and the unspeakable bestiality to transform her, within the "sacred" ties of his abominable conception of wedlock, from the position of wife to that of a raped woman, he has himself driven her to inevitable adultery. Soames is a combination of fool, beast, and machine, revealing himself as a fool and a beast every time he introduces his office methods into his wife's boudoir. He is to blame. Perhaps he cannot help being as he is. People are as they are and very few of us can do very much about it. Soames was essentially the same person in miniature as a three-year-old, as he is when we know him at forty. But he is nonetheless to blame. In all of these temperamental and complex transgressions, he it is who wields the lash, and she who must endure the stripes of social ruination. Reviled and profaned with the scarlet letter of the sinful wife, she must endure. Yet it is virtually the hand of Soames her husband a hand peculiarly dexterous in doing the basest thing, that burns the brand into her body. The exquisite injustice of heaping the burden of proof upon her head, a head that must forever refuse to be ashamed, is the major sore spot in this volume.

In the opinion of Galsworthy there comes a time in the intricacies of human relationships when they are or can be so intimately known, considered, and understood, that it is impossible to formulate or pronounce a judgment upon

them. He believes this to be true of life. He believes that to pronounce a judgment upon any complex problem in favour of either party is, necessarily, to be unjust to the other side. In other words, no person and no situation has ever been fashioned of which it could be truly said, "This one is wholly good and this wholly bad." In the mad scramble of the thrust and ricochet of personalities upon and against each other, all of the tiniest valuations must be noted, the points of issue, the backgrounds, the prejudices, the physical and material handicaps and circumstances, the unspoken secrecy of reserve; due allowance must be made for all of the million permutations and combinations of human inter-relation. If all of these were to be known and known thoroughly, no possessor of this information could cast his ballot for either party. He could entertain an opinion but he could not pronounce a judgment. He must throw up his hands helplessly. Certain complexions of modern society are to be ridiculed, as here the lust for possession, but the value to human society of the riddance of such a cancer is the relief it will afford to subsequent inequality, unhappiness and misunderstanding. Galsworthy looks down upon us poor mortals, seeing himself among us, and in the steady gaze which he fastens upon the pitiful parade of life, there is a kindred pity reflected from his own eyes, a commendable urge to eliminate the perennial trouble-makers, an intelligent hatred of evil, but mostly a compassionate pity; for life is a damnable business, and we tumble into the pitfalls of our own digging.

The Library Obligations of the State

By S. R. Ranganathan, M.A.L.T., F.L.A.,

Librarian, Madras University.

A primary concept of modern librarianship is 'Books for All'—'Books for one and all'. I call this the Second Law of Library Science. The implications of this concept may be examined under three categories:—(1) The obligations of the state. (2) The obligations of the library Authority. (3) The obligations of the readers themselves. Of these three categories the obligations of the State centre round (a) finance, (b) legislations and (c) co-ordination. Of these, the last obligation will be of help in reducing the first obligation to a minimum and the second is usually the means of defining the manner of discharging the other two. Of these three categories, I propose to confine myself to the first two obligations only.

FINANCE AND LEGISLATION

We may start from the axiomatic statement that a necessary factor for the maintenance of a library system, which can render satisfactory book-service to every member of a community, is finance. Finance seldom falls from heaven like Manna. It was only in pre-historic Israel that the Lord said "Behold, I will rain bread from heaven for you, and the people shall go out, and gather a certain rate every day. For some reason best known to Himself, the Lord seems to have now given up such direct action and never says, "Behold, I will rain rupees from heaven for you and the libraries shall go out, and gather a certain rate every day." Hence, each community has to find all by itself the finance necessary for the maintenance of its libraries. If it is lucky to have in its midst millionaires, who are guided by Carnegie's *Gospel of Wealth*, it may exempt many of its

members from the contribution of their quota. If not, each member must put in his share and it is the business of the State to fix the levy and arrange for its prompt collection. It may either ask the Central Government to collect and hand it over to the library authorities or empower the Local Bodies to collect it themselves and spend it on their respective libraries, or it may distribute the burden between them in any proportion.

The moment the word, Library-tax, is uttered, it appears to take the breath away from our ministers. When they regain their breath, they often give the standardised excuse, "There will be a hue and cry. There will be down right opposition."

One possible rejoinder for this may be "Do they give up collecting every tax to which public is opposed?" But, if they happen to be themselves unconvinced of the message of the Second Law and of the need for providing funds to get the benefit of that message, it may not be out of place to present to them the economic bearing of the message "BOOKS FOR ALL."

The people of any community are its greatest economic asset—worth in rupees several times more than all its material property. Everything, that conserves this human asset and helps to make it more productive and valuable, is of direct economic value to the community. Schools and libraries are two of the most important public institutions for improving the economic value of this human asset, apart from its far more important spiritual value. This economic value of the people is a very real one, even though most of us never think of the vastness of this human wealth.

in terms of rupees, annas, pias. The data collected by the great life-insurance companies would lead one to an understanding of the tremendous economic value of human beings in the mass and the vast possibilities of increasing this value through the supply of BOOKS FOR ALL.

"Here are the conclusions of the Metropolitan Life Insurance company on the economic value of the people of the United States, as based on the studies made by their technical staff. The material wealth of the United States in 1922 was \$321,000,000,000 an inconceivable sum. The economic value of the people of the United States that year was five times as great—more than fifteen hundred billions of dollars—over one trillion, five hundred billion of dollars.....And yet in all our discussions of taxation we are in the habit of giving vastly more consideration to material wealth than to human wealth. Studies such as those of the Metropolitan indicate the tremendous importance of schools and libraries in developing the economic value of our people, for it has been demonstrated many, many times that the average properly educated person is of much greater economic value to the community as well as to himself than an uneducated one."*

However, a knowledge of this tremendous value—the greatest natural resource of every community as well as of the country as a whole—is rarely realised by the general taxpayer. It is the business of the statesman, who is at the helm of affairs, to perceive it clearly and, instead of taking refuge under the unwillingness of the ordinary short-sighted tax-payer, take a bold step forward. Then, he is sure to get encomiums showered on him or his memory for such bold action, in the days to come. The Statesman is put at the head of affairs just to inaugurate such

far-seeing measures, not within the ken of ordinary men, and not merely to run the well-established machinery of administration. It is this trait of far-sight and courage of conviction that makes statesmen such a rare commodity. That is again the reason, why, only one in ten millions is found fit to be a Minister of State.

As for the people who are served, if they get the books they want when they want them and if they are made to realise, by actual experience, that the libraries exist simply to serve their interests, it will not be long before they rejoice to see the library item on their tax bill. Indeed the experiences of countries, where it is now held to be a worthy expenditure of public funds for the state to offer its citizens a free service of books, points, to that conclusion. We give just one example, "In 1850 the Public Libraries Bill (of England) was carried by a majority of 17 only. In 1819 it was carried without a division."† Perhaps it may be instructive to trace, in greater detail, the slow but steady melting away of the opposition to the library-tax, as the advantages of public library service began to reach the masses, although it had to be thrust down their throat, in the first instance.

Prompted among other things by a paper of Edward Edwards entitled *A Statistical View of the Principal Public Libraries in Europe and the United States of North America*, read before the Statistical Society of London on 20th March, 1818, ‡ Mr William Ewart gave notice for a Select Committee on the need for provision of public libraries, in the autumn of the same year. On the 11th February 1820 after the receipt of the report of the Select Committee—the same gentleman moved the House of Commons for leave to introduce a modest and purely permissive *Bill* for

* Essays offered to Herbert Putnam..... on his thirtieth anniversary as Librarian of Congress, p. 370.

† PUBLIC LIBRARIES COMMITTEE; Report on Public Libraries in England and Wales, p. 23.

‡ Journal of the Statistical Society of London, Vol. XI, pp. 250—251.

enabling Town Councils to establish Public Libraries and Museums by levying a rate not exceeding one half penny in the pound, on the general assessment of the town. In opposing this inoffensive permissive measure, which imposed an affirmative vote of two thirds of the rate-payers for adoption of the Act in any Town, Mr Buck proclaimed that "the additional taxation, which the Bill proposes, at a time when the nation is so generally impoverished, is considered a great grievance by the manufacturing as well as the landed interests of the country." Another Mr Goulbur sided with the opposition pleading that "the poorer rate-payers, who would have either no time for reading or might live at a considerable distance...would yet have to bear their full share of the expense." Mr Bernal chimed in with his fellow-obstructives by remarking that the Bill would "enable any Town-council, desirous of carrying into effect the views of any small section of the inhabitants, to tax the general body of rate-payers for an institution which might soon degenerate into a mere political club." Mr Spooner also "almost feared that, by the institution of lectures hereafter, these Libraries might be converted into Normal Schools of Agitation." After this series of outbursts, a division was taken The Ayes were 112, the Noes 101.

The opposition was pertinaciously continued at a every subsequent stage and the patience of the promoters of the Bill was sorely tried. Several narrowing modifications were thrust into the Bill and six divisions had to be taken, until, at last, it received the Royal assent, in a tattered form on the 14th of August, 1850. A ludicrous mutilation, that the guerilla warfare of the dogged opposition introduced into the Act, left the formation of the Library to chance gifts by precluding the purchase even of a single book with municipal funds, while the guardians of these funds were permitted, if they pleased,

to incur any lavish expenditure for buildings and furniture. But it was felt that it bravely broke the ice and however crude, contained the seeds of a wiser legislation for the future.

When, however, Mr Ewart moved in 1854 for leave to introduce an Amending Bill, the tone was singularly changed and the opposition was significantly shorn of its old proportions. Mr Caldwell expressed his conviction that "the whole country was greatly indebted to the Honourable Gentleman for the pains he had taken for this object." Another Right Honourable gentleman was of opinion that "these institutions had been most beneficial" and added that his constituents "were extremely anxious for the extension of the principle." The active opposition was confined practically to the two old diehards, Buck and Spooner. The final division gave 64 Ayes and 22 Noes, although the maximum leviable rate was doubled. In 1866, another Amending Act reduced the needful majority for adoption from two-thirds to one-half.

The peculiar power of the Second Law gradually to melt away opposition, provided a statesman with provision gets her a hearing in the first instance, is amply borne out by the fact that the 1919 Act, which altogether removed the hampering limit to the library rate and empowered any library authority to levy any rate it liked for library purposes was passed, as we saw without a single division. Indeed the opposition to Library Enactment resembles the opposition to the art of swimming. The impossibility of swimming might be demonstrated by one saying that unless a man could float he could not swim and that unless he could first swim he could not float. And, yet, this logic is disproved by the action of the man of faith, who, leaping and struggling, finds that he can swim.

The power of the Second Law to melt away opposition is really the result of the benefits that accrue from the

spread of education that the supply to EVERY PERSON HIS BOOK brings in its train. We have heard how a judicious supply of useful books, sent unasked to a fruit-grower in a village in Cambridgeshire, opened his eyes to the value of books. Certainly he would no longer grudge paying his quota to his country library service. And, after all, creation of a favourable public opinion really consists in the creation and integration of such individual opinions.

Exactly similar has been the history and experience of all the nations that made an attempt at library legislation in the nineteenth century. But the nations that then adopted a policy of "Wait and See" are as the man who realised the need for locking the stables only after the horse was stolen, now attributing their backward position, in the economic race of the world, to the delay they thus caused in the supply of BOOKS FOR ALL and are straight-away plunging into compulsory legis-

lation. They seem to rely on the *Mimamsa* saying न कदाचिद् अनदीदृशं जगत् "Never was the world unlike what it is at present" and the similar dictum, न कचित् अनदीदृशं जगत् "Nowhere is the world unlike what it is here" Putting their faith in these two maxims and depicting before their members a picture of the earlier happenings elsewhere many countries are now fast following the lead of Czechoslovakia in straightway putting into force a compulsory Public Library Act, with a definite time-scheme for the establishment of Universal Library Service.

Hence the Second Law requires that neither The Punjab nor any province of India should hesitate any longer to move their legislatures to put a proper Public Library Act in their respective statute book and vote the little money that is needed to enhance the value of their human asset so as to bring it to the level it has attained in the other advanced countries of the world.

Sir Anthony Panizzi, K. C. B.

ITALIAN PATRIOT & THE WORLD'S GREATEST LIBRARIAN.

By Newton Mohun Dutt, F. L. A.

Curator of State Libraries, Baroda.

In 1828, Antonio Panizzi, Doctor of Laws of the University of Parma, delivered his inaugural lecture as the first Professor of Italian in the newly created University of London.

This young scholar—he was then only 31 years of age—had already had a chequered and adventurous career. For having taken part in an abortive attempt to overthrow the Austrian domination in Italy, he was condemned to death by the Government of Modena, his native land. He managed to escape, and from Switzerland launched a powerful indict-

ment of the illegalities and cruelties of the Modenese law-courts. The Emperor of Austria thereupon procured his expulsion from Switzerland. After many dangers and privations he succeeded in reaching the hospitable shores of England, and settled in Liverpool, supporting himself by teaching Italian. One of his lady pupils, who knew Panizzi in these early days of penury, speaks of his generosity and disinterestedness in money matters, as of the charm and power of his lectures. On one occasion, she says while reciting those fine lines

in Tasso's 'Jerusalem Deliver'd', where-
in the Crusaders are described as
coming in sight of the Sacred City :

Ecco apparir Gerusalem si vede,
Ecco all'itr Gerusalem si scorge;
Ecco da mille voci unitamente
Gerusalem salutar si sente—
Jerusalem, behold! appeared in sight,
Jerusalem they view, they see, they
spy;

Jerusalem with merry noise they
greet.

With joyful sound and acclamations
sweet.

His eager eye glanced at the wall
with such realistic animation, and with
such power over his electrified audience,
that the whole class turned round to
gaze at the vacant space as though the
veritable towers and turrets of the
Holy City had indeed been thereon
depicted.

TRIAL OF WAKEFIELD.

The famous trial of Edward Gibbon
Wakefield for abduction of and fraudulent
marriage with Miss Ellen Turner,
one of Panizzi's pupils—a trial in
which this Italian lawyer gave useful
information to the court on the conti-
nental marriage laws—led to his friend-
ship with Henry Brougham, a counsel
in the case, who the following year
appointed him to the professorship of
Italian, which post he held for nine
years.

In 1831 his friend, now Lord Brou-
gham and Lord Chancellor, used his
position to appoint him to a modest
and poorly paid post in the British
Museum. In the meantime Panizzi had
gained much fame and many influential
friends amongst lovers of Italian
literature by a critical edition of
Bojardo's 'Orlando Innamorato' and its
more celebrated sequel, Ariosto's 'Orlando
Furioso.' Brougham introduced him to
the leaders of Whig society and their
friendship opened to him Holland
House and the houses of the other great
Whig families.

One striking anecdote illustrates the
manner in which Panizzi bore himself
now that the sun of prosperity had
begun to shine upon him. Like his
great compatriot Dante he had learnt
from his own experience and from that
of his friends, "how salt the savour
is of other's bread, and how hard a
path it is to climb and descend the
steps of patron's houses." ('Purgatorio.')
Having printed for presentation to his
wealthy friends a limited edition of
Bojardo's minor poems, Thomas Grenville
well knowing the state of Panizzi's
purse, sent him a substantial cheque.
The cheque was courteously returned
and a correspondence ensued which
does equal honour to the wealthy patron
and the poor but proud scholar.

A NOBLE GESTURE.

The Right Honourable Thomas Gren-
ville, First Lord of the admiralty,
diplomat, statesman, and book collector,
was astonished at this noble gesture,
and was converted from a noble patron
to a close and faithful friend. Through-
out his long life, he was able and eager
to support his friend in all his under-
takings, and, finally, just before he
died, informed him that, because of
his regard for the great librarian, he
intended to bequeath his magnificent
book collection to the British Museum.
The gift of the Grenville Library,
valued at about £100,000 raised the
Museum at once to the status of the
second library in the world.

But I am anticipating. We may now
turn to the actual state of affairs in
1831, the year in which the future
Principal Librarian entered the service
of the Museum.

FOUNDING OF BRITISH MUSEUM

The British Museum was founded by
the Act of Parliament in 1753, which
authorised a public lottery, the net
proceeds of which, £100,000, was used
to purchase Montagu House, two
magnificent manuscript collections
gathered by the Harley and the Cotton

families, a valuable set of tracts and books about the Civil War gathered by George Thomson, and the books and natural history collections of Sir Hugh Sloaner. King George II presented the books and manuscripts belonging to his royal predecessors, and later on, George IV was induced to sell his father's library, still known as the "King's Library." From time to time other bequests, both of books and works of art and antiquity, enriched the national museum.

The incorporating Act provided that the Museum should be governed by three Principal Trustees—the Archbishop of Canterbury, the Lord Chancellor and the Speaker, assisted by all the Secretaries of State and other eminent men. Such distinguished guidance ought to have been sufficient to keep this great national trust in affluence and efficiency. However, by an extraordinary lack of foresight no regular funds were provided for fresh acquisitions, and moreover the staff was miserably paid. The officers of this noble institution have always included in their ranks many distinguished scholars, but for want of efficient guidance and lack of funds, the staff appear to have lost heart, and in 1831 never was the state of affairs more lamentable. The Head of the Museum is entitled the Principal Librarian, which title is somewhat of a misnomer, for he is the general director of 'all' the sections. There are now eight such sections, each presided over by an officer known as the Keeper, and the actual official responsible for the printed books is known as "the Keeper of Printed Books." Sir Henry Ellis, an antiquarian, was the Principal Librarian at this period, and he held the reins of office with a very loose hand; in fact a minor official, the Secretary, had been permitted to usurp some of his powers. Slackness at the head was reflected in the subordinate ranks, and the public were beginning to grumble at the illiberal manner in

which this great public trust was being performed.

The Rev. H. H. Baber, the Keeper, being in 1834 ordered to prepare a catalogue of the books proposed to place Panizzi in charge, but was overruled and even when a Committee reported that the most junior of the cataloguers was doing more work than any two of his colleagues, the suggestion to level up his pay to equal theirs was rejected.

Public clamour caused a Parliamentary Committee to be appointed to examine the condition of the institution. To this Committee Panizzi submitted an enormous amount of detailed information about the administration of the other libraries of the world. He was clearly marked out by his outstanding abilities as the inevitable successor to Mr Baber on the latter's retirement in 1837.

Now the senior assistant was the Rev. H. F. Cary, the translator of Dante, but owing to family bereavement his health had been shattered and indeed his reason was for some time impaired. Panizzi, the soul of generosity, acted with his usual delicacy, and not until he had been assured that Cary had no chance, (fearing that the coveted post might be bestowed on an outsider) he applied to the Trustees and was duly appointed. Poor Cary had as a matter of fact put himself out of court by the very argument wherewith he had sought to plead his case. Eleven years' service he claimed, combined with failing health, had given him a right to the rest which he expected to get by promotion to the Keepership. It was this very want of a sense of public duty and the spirit of slackness disclosed by this plea that the Trustees were now out to abolish, and which Panizzi, both as Keeper and afterwards as Principal Librarian did eventually abolish. By rigid and stern discipline, and by example and precept, he changed the tone of the place, raised the standard of

service, and generally tightened up the screws of the machine. At the same time, he looked out for and promoted merit amongst the lower ranks. Moreover, he induced the Government to grant the staff increased pay, and a liberal superannuation system, and gained for the establishment the rank of civil servants.

Nevertheless, his appointment as Keeper raised a storm of protest throughout England. "Another Whig job", cried one critic. "Is there no respectable English gentleman, with a family to support, sufficiently educated to copy out the titles of books?" "Must scholarship and seniority be ignored in favour of an Italian Harlequin who was jumped over the heads of better men?" Stories were circulated that this Italian outcast had once been seen selling white mice in the streets. In a later generation, he would probably have been credited with a monkey and a hand-organ, with pushing an ice-cream barrow, or running a cheap restaurant in Soho. These are nowadays regarded as the traditional occupations of impoverished Italians in England.

Panizzi was the soul of generosity and magnanimity, although impetuous hot tempered, and overbearing at times when opposed. In his attempt to improve the great museum of which he was so proud, he "trod on many toes", both inside and outside the building. When attacked by the band of envious enemies, which throughout his life followed him with unrelenting malignity, he could take up the cudgels with marked success, and seldom came out second best in these quarrels. "Cet animal" once said some naturalist when describing a certain creature, "*est tres mauvais. Quand on l'attaque, il se defend.*" "This animal is very evil; when you attack it, it defends itself." Panizzi was an "animal" of this species.

MAGNA CHARTA OF LIBRARIANS

The first duty of the newly-appointed officer was to remove the whole book

collection to a new building, which had been erected by the eminent architect Smirke. He next proceeded to draw up, with the aid of his staff, those famous 91 cataloguing rules which are regarded as the Magna Charta of the librarians' profession and on which all the codes now in use are based. He was now in a position to set about revising the whole catalogue, but his efforts were impeded by the insistence of the Trustees that as each letter was completed, it should be printed off. As a matter of fact somebody—probably the secretary, as clerk to the Trustees—had blundered, and conveyed wrong instructions to the Keeper. Anyhow when volume one came from the Press it was found to be useless—as Panizzi had all along predicted. As the revision of the rest of the catalogue proceeded, items kept turning up which ought to have been incorporated in the first volume. So the printing was suspended after a lot of public money had been thrown away. Left to his own devices, Panizzi went on working patiently, laying well and truly the foundation of the magnificent General Catalogue, which was eventually printed by his successors between 1881 and 1905. The work is now very scarce and indeed unprocurable, but I am proud to say that the Baroda Central Library possesses a copy, purchased direct from the few spare copies still remaining in the Museum. We owe this valuable acquisition to the courtesy of the present eminent head of the Museum, Sir Frederic Kenyon, K. C. B., and the good offices of a mutual friend, Mr M. H. Spielmann, F. S. A. The new edition has also been ordered.

One of Panizzi's best services to research scholars was his forcing negligent publishers to comply with the law under which every new book and every new edition must be presented to the British Museum.

ORDEAL OF A ROYAL COMMISSION

In 1848 the Museum had to undergo the ordeal of a Royal Commission, the

[Secretary of which, the Shakespearean scholar Mr John Payne Collier, endeavoured to show that he could catalogue books at the rate of one a minute and that Panizzi's long list of 91 rules were ridiculous, pedantic and unnecessary. Panizzi asked for a specimen of his work, and quashed his detractor by showing to the Commission that this scholar had made 50 gross and obvious blunders in 25 items. In short Panizzi's administration, fiercely attacked in many quarters, was triumphantly vindicated, and the Trustees were given a gentle hint by the Commissioners to leave technical details to be settled by their expert without needless interference.]

No opposition appeared when in 1856 Panizzi was appointed Principal Librarian on the resignation of Ellis.

Our hero's great memorial is the splendid Reading Room and Iron Library surrounding it, to which might well be applied the famous epitaph over Wren's tomb at St. Paul's: "If you would see his monument, look around you."

"Panizzi", says Mr Esdaile, the learned Secretary of the British Museum, "sketched the reading room we know, a vast iron dome, 140 feet wide—with one exception the widest dome in the world. To surround it and practically to fill in the grass quadrangle (in which in those happy far-off days the museum staff used to play cricket) he planned a skeleton structure of cast iron, to be filled with books. It is the parent of the steel stacks which house the book store of all considerable modern libraries." Metal book stacks are of peculiar interest just now in Baroda, because the Government has recently directed that steel stacks are to be installed in the Central Library.

The following description of the Reading Rooms of the British Museum gives a good idea of the plan of this splendid hall. In the centre is a raised seat for the Superintendent, and his assistants are seated around him. Then there is outside a low circular book-case

on which the complete catalogue—extending to some 1,000 folio volumes—are displayed. Along the walls of the circular room the scholar finds an open access library of about 20,000 volumes, which may be consulted without any trouble or formality. Between these two circles of books like spokes in a gigantic wheel, are provided 480 comfortable and roomy seats. To obtain a book not in the open collection the reader has to consult the general catalogue, noting on a printed form, author, title, date and press mark of the book, and adding the number of the seat he has chosen. He drops the slip in a basket, whence it is removed by a clerk, who shoots it, through underground pneumatic tubes, to the book store where the book is shelved.

When many years ago, as a mere lad I used to haunt this temple of knowledge—the veritable Mecca of scholars the world over—where I received at the hands of the late Mr Fortescue, then Superintendent, as much courtesy and attention as though I were a great and famous scholar—I used generally to find that the book ordered was delivered within 20 or 30 minutes, although there are about 50 miles of shelving and between 3 and 4 million volumes in this wonderful library.

Panizzi is accused of an unreasonable dislike of science and scientific men; in fact his friend, Macaulay, used jokingly to say he was ready to "give three mammoths for one 'Aldus'". The fact is that the librarian had early in his career been most unfairly and dishonestly treated by the Royal Society, who engaged him to revise their most imperfect catalogue, but placed needless hindrances in his way, and eventually cancelled the contract. Hence another of those amusing quarrels associated with this remarkable man, in which honours seem in this case to have been divided. The Society refused to pay its just debts and Panizzi retorted by proving to the Duke of Sussex, the Queen's uncle, that the famous body of which His Royal

Highness was President did not know elementary French, to say nothing of elementary Italian.

Mr Fagnon, relates in his biography an incident which must be told in the biographer's own words: "It will be remembered that in 1833 the Duke of Modena had executed Panizzi in effigy. Now that potentate's ally Austria (who would fain have dealt with the revolutionary and Carbonaro a more effective manner) struck with honest admiration of his genius as displayed in the New Reading Room, after failing to obtain actual possession of his head, judged it expedient to take what advantage she could of that head's cerebral development. Accordingly she instructed her ambassador to apply for information as to the plans, etc., with a view to adapting them to the projected New Library of the University of Vienna. To this, Panizzi, much amused and doubtless flattered, sent a courteous reply with the desired information."

HIS WIT

So much for Panizzi the librarian, but I have scarcely touched upon the other Panizzi, the friend of almost every man of eminence, culture and scholarship in England, and still less have I dwelt on Panizzi the patriot. I give one instance of the wit and sarcasm which made him so dreaded. In London, directly after he had been expelled from Geneva he received a curious document from the Government of Modena, calling on him to pay for the cost of his trial for high treason, his condemnation to death and forfeiture of all property, not forgetting a fine, and the execution of his effigy by the common hangman. The young refugee was then in great straits for want of money, besides suffering from the variable climate of England, to which he had not yet got acclimatized. After a few months, when with the kind assistance of friends like Wm. Roscoe, the historian, and Haywood, the translator of Kant, he was

beginning to get his head above water, he wrote a spirited and witty reply, from which we may quote a few lines.

Dating the letter from the Realm of Death, Elysium Fields, and after acknowledging receipt of the bill, he goes on to say: "Now I have to tell you that, mindful of the maxim '*mors omnia solvit*,' I do not consider that since my departure from this world I have any longer either assets or liabilities in that miserable world of yours; except you mean to say that, notwithstanding the Holy Alliance" (of Austria, Russia and Prussia which had for its object the crushing of all movements for reform), "I am still united to that body of mine at Liverpool. But this", he adds, "would be a deadly sin, incurring the penalty of excommunication for having had the audacity to suggest a doubt of your most benign petty master-ling's lawful authority to expel me from the world." The petty master-ling needless to say was the Archduke Francis IV, grandson of the Austrian Empress Maria Teresa, and Duke of Modena Reggio and Mirandola, who at the outset of Panizzi's career had shown him much favour, but had afterwards sought his death.

HIS ARDENT PATRIOTISM

Even in his days of penury Panizzi loved to relieve the sufferings of his still poorer fellow-refugees, and when he gained an influential position in London society, his efforts for his countrymen languishing in Neapolitan prisons led him to fit out with the assistance of Mr and Mrs Gladstone) a ship to rescue certain prisoners immured in a lonely sea girt rock. The attempt failed, owing to the boat getting shipwrecked. However the prisoners did eventually manage to escape through negotiations and arrangements made by Panizzi.

It was our hero who induced Mr Gladstone, one of his most intimate friends and confidants, to visit Naples and report on the conditions of the

prisons of that city, Mr Gladstone's observations resulted in the two celebrated letters to Lord Aberdeen, which was promptly dispatched by Mr Palmerston to all the courts of Europe. Mr Gladstone, to use his own words had "supped full of horrors," and he publicly declared that the Government of King Ferdinand was "the negation of God erected into a system."

Panizzi's ardent patriotism was modified by common-sense and sound statesmanship, and he eventually discovered that there was no hope for the free and united Italy of which he dreamt except under the White Cross of the Kingdom of Sardinia. Accordingly he uses his influence with his powerful political friends, who included such men as Palmerston, T. Grenville, Lord John Russell, Aberdeen and the Emperor Napoleon III, to support the house of Savoy. He, so to speak, appointed himself a kind of ambassador of Italy—an ambassador be it remembered without letters of credence, seeing that his beloved country was then, to quote Metternich's witty but malicious 'bon mot' "only a geographical expression." When Italy found itself free, King and country united to offer him every honour in their power. His native town of Brescello elected him a member of Parliament, King Victor Emmanuel offered him a Senatorship, and begged him to accept the post of Minister of Education, besides creating him a Commander of the Order of the Crown of Italy. Panizzi in a letter to a friend explained that he only accepted the Senatorship and the Italian knighthood because poor Italy was then for some reason or other under a cloud, and he did not think he ought to shrink for doing what he could for his country at such a time.

DECLINING YEARS

In 1866 failing health compelled Panizzi to lay down the office which he had filled with such distinction and with such advantage to the land of his

adoption. Three years later, he accepted with some reluctance the title of K.C.B. bestowed on him by a grateful Queen and country; although his extreme views had become somewhat modified in later years, yet the erstwhile Carbonaro and conspirator still retained a republican dislike to titles of any kind. He took a house within the view of the institution with which his name will ever be associated, and for a time continued taking an active interest in domestic and foreign politics. Gradually, however, his physical infirmities increased, and he had to restrict the circle of his many friends. Amongst those who sought to soothe his declining years to the very last may be mentioned Lady Holland, the gracious hostess who, when he was a humble teacher and poorly paid library assistant, had welcomed him in her celebrated salons in Holland House. William Ewart Gladstone, who shared with him common political views as well as an interest in and love for Dante, Homer and Virgil, was almost the last visitor whom the dying man received before he passed quietly away on the 6th April 1879.

PERSONAL COURAGE.

Let me close this short and very imperfect study of a really great man by giving an example of his personal courage. It must have been common knowledge that Mr Gladstone's visit to Naples had been prompted by Panizzi, yet the latter did not hesitate to beard the lion in his den a few months afterwards. It is true that Panizzi was a naturalized Englishman, and was moreover the guest of the British Ambassador. But after all he was an Italian outlaw, and in any case Ferdinand II, King of the Two Sicilies (better known by his nickname of "Bomba"), might not disdain to employ the stiletto of one of his spies and besides, he had a hearty contempt for England at that time. Anyhow, Panizzi gained an interview and for 20 minutes the King

listened with more or less patience to an impassioned plea for certain prisoners. At length Bomba arose, closing the interview with the remarkable words 'Addio, terrible Panizzi.'

And now we too must bid adieu to this terrible Panizzi, terrible to Bourbon and Hapsburg tyrants and their minions, terrible to carping and malicious critics terrible to incompetent and

indolent officials, but a truly magnanimous soul, without a spark of selfishness in his nature, a patron to the poor and needy, a sound lawyer, a deeply read scholar, a competent and conscientious bibliographer and librarian, a brave and honest patriot, and the friend of almost every man eminent in politics and literature.

The School Library

Ratanchand Manchanda

Librarian, Hailey College of Commerce, Lahore.

I. INTRODUCTORY.

Untill recently the school library in India has been regarded as a reservoir of old text-books. Generally speaking it has been a closed cupboard opened on Saturdays only. The Education Departments in India have only recently started paying some attention to libraries in the schools. In the Punjab, regular lists are issued by the Department for their purchase of books. School authorities have also been purchasing some books on these recommended lists. Usually there are departmental libraries in the schools. There are libraries for the secondary or the middle standard and for the high standard. Generally a teacher from each department is in charge of the library. In some schools, however, a separate librarian is appointed, who is often hardly a matriculate, and is often also without any professional training. The school library as an organised educational laboratory where provision is made for a variety of reading and reference material is yet rare in India. The library is the most valuable educational agency. No institution, however efficiently staffed, can claim to impart real education for the all-round activities of modern life with-

out having a well-organised library for its students. In a modern school library books are classified and catalogued by an expert professional librarian, who brings out and makes serviceable the resources hidden in all varieties of books and periodicals. He emphasises recreational and free reading and purchases books for that purpose. He not only purchases books to supplement the text-books, *eg*, grammars, composition, dictionaries, atlases, cyclopaedias, idioms, synonyms, etc., but also books for other activities such as books relating to hygiene, exercise, games, food, civics, choice of vocation, dairy-farming, painting, music, photography, book-keeping, carpentry, agriculture, electricity, etc., written in the vernaculars and in easy English. For the girls schools books on housekeeping, bringing up children, cooking, embroidery, sewing, laundry, etc. are purchased. And besides these story-books, fairy-tales, mystery and detective stories, biographies of great men and women, books on travel and adventure, books depicting the home and social life of people in other countries, and books on self-education and culture are abundantly purchased by the school library.

The object of text-book teaching is quite different from that of library reading. Textbooks are meant to increase the vocabulary and to increase readers' proficiency in reading and writing. The object of library reading is to make use of that ability by acquiring as much knowledge of the wide world as they possibly can from books and periodicals with the ability they have acquired in the classrooms. Beside this, the modern school teacher also makes his lessons more interesting in order to create in his or her pupils a desire for wider study in the library beyond the regular school programme. Geography teaching, for instance, is not now dry consisting of memorizing names of rivers, cities, ports, etc., and locating them on the map. It has become interesting. The teacher now relates to the pupils the manners and customs of people in other lands, how they live, eat, recreate and so on. Boys are taught the commercial and industrial life of people in other countries. History has ceased to be merely the memorizing of names of men and dates of events. It is an intelligible study of political, social, and economic activities of the people and their bearing on the advancement of civilization. Text-books taught in the classrooms do not take the most important place in school education but they serve the purpose of guides leading to wider reading in the library. If properly managed the modern school library creates in the pupils a lifelong habit for the use of libraries as a means of culture, education and recreation.

II. CLASSROOM V. CENTRAL LIBRARY.

As a rule a classroom should resemble as nearly as possible the library of a home. It should be full of books. The classroom collection should not be very small and additions should be made occasionally because pupils get weary of seeing the same books on the shelves. In every classroom there should be a

sufficiently large collection of easy literature for individual tastes.

Library reading, as has been said above, is different from classroom reading. It should not be measured by grades. Let each student read as many books as he has the ability to read. A student of the 9th class, for instance, should also read all new books from the 7th grade classroom which he has not read. Therefore it seems necessary that either there should be constant transference of books from one classroom to another or several copies of each book should be purchased for different classrooms. But no institution has such financial resources. And it would be foolish to attempt it because the same amount can be spent on buying more books. Transference of classroom collections from one room to another will also cause great difficulties. Who is to keep a record of constant transference from one room to another? Teachers are busy in the classroom work and they cannot devote much time to the library work. There are several other difficulties in the case of classroom libraries. Unless every classroom teacher has also library training and sufficient leisure it is not possible to catalogue the books properly.

The thing a school library should do, especially in India, is to have a central library. In the primary schools where the children cannot read without the guidance of the teacher it will be advisable to have a small collection of short story-books, fairy-tales, picture-books, readers and primers in each classroom. In the middle schools boys and girls can read easy vernacular literature without the constant guidance of their teacher so far as ability in reading is concerned. There should, therefore, be a central library with a teacher-librarian. Boys and girls in the middle schools should be allowed to draw books twice a week. The teacher-librarian should not have more than two periods a day for classroom teaching.

The rest of the time he should spend in the library attending to the students. In the middle schools pupils should be allowed to visit the library frequently for reference purposes during the hours the library is open. For the high school library the need of the services of a full-time professional librarian are essential. *High school pupils should be allowed to draw books from the library daily.

III. THE LIBRARIAN.

A collection of books purchased and placed on the shelves does not alone make a library in the modern sense of the word. As has been said in the beginning the library is the most important part of the educational system; hence the librarian who has the charge of it should be an expert in library work. The test of expertness and ability lies in the best and the widest use of the library and its proper organisation and administration. It has often been said that the librarian is the soul of the library. 'As is the librarian, so, largely, is the library.' Library work has become a science and training for this field of educational work has now been regarded as even more necessary than preliminary training for the school teacher. There are in India two regular library schools that train young men and women in library work. They are: the Punjab University Library Training Class and the Madras University Summer School of Library Science. The Punjab University holds its classes from October to April in alternate years and the Madras University holds its school every year from April to June.

The school librarian must have all the qualifications that a good teacher has and in addition library training. Not only in training but also in hours of work and status, the school librarian

should have the same salary and leisure that the school teacher has. And this is very necessary in view of his responsibility and work. Like the teacher he has also to study hard to do his work efficiently. He has to read widely in the field of juvenile literature and his professional publications—both books and periodicals, in order to equip himself with the latest methods of library service. He has also to attend library meetings and conferences and come into contact with other persons of his own profession to get inspiration and discuss library subjects. He has also to visit libraries in other cities during the vacation.

IV. PLANNING AND EQUIPMENT.

The school library should be accommodated in a gay, sunny room, rectangular in shape. It should be located away from the noise and confusion of the classes, but it should not be far away from the classrooms, where it may be inconvenient for students to go often. It should have the best natural lighting and should preferably be open on all sides. The library should have only one doorway. The librarian's counter should be near the doorway. The doorway and the counter should be in a place from which the librarian can have full sight of the reading-hall and can keep watch over the readers. For a calm atmosphere in the library it is essential that floor coverings in the library should be such that they do not produce noise. Around the walls low shelves about 5 ft. 6 inches high should be arranged.

In a school library wall shelving should be preferred to the stack shelving. Arrangements with the wall shelving are clearer and more beautiful. All shelves should be open-faced and preferably adjustable. Wall shelves may be had without wood backing. Only thick

*Length : 8 ft.

Depth : 8 inches.

Height : Base 4-6 inches. Cornice 2-3 inches.

Total height for

Primary and Middle Schools : 5-6 ft.

High Schools : 6 ft. 10 inches to 7 ft.

Space (in the clear) between shelves : 10 inches.

*While this is no doubt desirable it is as yet quite impossible in High Schools in this country, which in no way budget adequately for library development. It is however applicable in the U. S. A.

wire gauze might be used. A few shelves may be fitted with glass doors and locks for keeping costly and illustrated books. Beautiful tables of teak or shisham wood round or square cornered forty chairs, a globe, and maps should be procured. For natural lightning windows should be made high above the bookshelves extending to the ceiling. In case of wall-shelving windows cannot be made near the surface. The library should be beautifully decorated. Framed pictures, library posters, flower pots, busts, etc., should be placed on the wall shelves and above them on the wall.

V. CLASSIFICATION AND CATALOGUING

The Dewey Decimal classification should be adopted by all school libraries in India for the classification of books. It is the most popular system in the world. A copy of the 'Abridged Decimal Classification' should be purchased and most of the school classification should be carried up to the 2nd division only. A simplified schedule for the school library is given below and this may be enlarged according to the school needs.

A Simplified Schedule of the Dewey Decimal classification for juvenile books :—

000 General Works

- 020 Library science
- 030 Cyclopaedias
- 050 Magazines
- 100 Philosophy
- 170 Conduct of life
- 174 Vocational guidance

200 Religion

- 270 Bible
- 290 Myth
- 294 Hinduism
- 295 Parseeism
- 297 Mohammedanism

300 Sociology

- 310 Yearbooks, Statistics
- 320 Government
- 330 Economics
- 335 Military Science
- 353 Civics

- 359 Naval Science
- 369 Scouting
- 370 Education
- 372 Story telling
- 398 Fairy tales, legends

400 Language

- 425 English grammar
- 428 English readers

500 Science and Nature

- 520 Sun, moon, and stars
- 530 Physics
- 537 Electricity
- 540 Chemistry
- 550 Earth
- 580 Trees, flowers
- 590 Animal life and stories
- 595 Insects
- 598 Birds

600 How to make and do things

- 608 Inventions
- 613 Good Health
- 614-8 Fire prevention and Fire protection
- 620 Engineering
- 625 Roads
- 630 Agriculture
- 635 Gardening
- 637 Dairy farming
- 638 Bee-keeping
- 640 Housekeeping
- 641 Cooking
- 645 House furnishing and decoration
- 646 Clothing
- 650 Business methods
- 680 "How to make things"

700 Fine Arts

- 730 Sculpture
- 750 Painting
- 770 Drawing
- 780 Music
- 790 Games and play
- 796 Sports

800 Literature

- 821 Poems
- 822 Plays and dialogues*

900 History

- 910 Geography, travel and adventure
- 912 Atlases
- 914 Travel in Europe
- 914 2 Travel in England
- 915 Travel in Asia
- 915 4 Travel in India
- 916 Travel in Africa
- 917 Travel in North America
- 918 Travel in South America

* This section under Literature is incomplete and should be considerably augmented by reference to the Abridged Decimal classification.

- 919 Travel in Australia, the Islands and Oceania
 920 Lives of Famous Men and Women
 (929 Collective Biography and "C" Individual Biography.)
 930 Ancient History
 940 European History
 942 England, History
 954 India, History

Under the class numbers are given book or author numbers to distinguish one book on the same subject from the other. Cutter's two-figure author tables are commonly used for making these numbers.

The catalogue of the school library must be very simple, adequate and made on cards. The cards are placed in wooden trays. Each book has an author card, a title card and one or more subject cards and a shelf-list card. On the corner of each card is written the call number which directs the reader to the location of the book on the shelves. The cards are either typed or written by hand.* These cards are arranged alphabetically like words in the dictionary. New cards are arranged in the tray as books are added. This is the best form of catalogue and is always kept up-to-date.

VI. ISSUING BOOKS

The best method of charging or issuing books is the "Newark charging system." It is very accurate and involves very little time for issuing books. It answers the questions: What books are out of the library? How many and which particular books were issued on a given day? Who has them? When will they be due? Who has the books that are overdue? How many times has this book been circulated? In this system a pocket is pasted on the inside back cover of every book. A card is made for every volume which represents the book and is called the book-card. It bears the author's surname, brief title, call number and

accession number. A dating slip is attached to the fly leaf opposite the book-pocket. The book card is kept in the book-pocket when the book is in the library. When the book is to be issued the pupil removes the book card and enters upon it his name and class. The Librarian stamps the card and the dating slip with the date due or date loaned and files the card in the charging tray under the date. Each borrower is given a card which is called the borrower's card. The borrower's card contains the name, class and section of the pupil and is ruled into spaces for recording dates of issue and return of books. At the close of each day the book cards are counted by classes and a record of circulation made on a sheet provided for the purpose.

VII. RULES AND REGULATIONS.

The school library should open half an hour before the school begins and also from thirty minutes to ninety minutes after the school is over. Schoolboys should be allowed to do their homework in the library after school hours. The library should also be kept open during the recess period. The following or similar rules should be printed on the book-pocket.

1. Except in special cases, not more than three volumes will be issued to each student at one time.

2. Current issues of magazines will not be issued and must not be removed from the library, but back numbers will be issued for 3 days.

3. Books are generally issued for 14 days. But books which are in constant demand are restricted to 7 or 3 days. On the dating slip pasted on the fly leaf at the back of the book is printed the number of days the book may be kept.

4. Students must return the books to the library within the period specified on the books. Those who persist in retaining books beyond that period, render themselves liable to have borrowing privileges withdrawn.

*The development of an orthodox and clear library hand is absolutely essential. Ed.

5. Loans may be renewed at the discretion of the Librarian. But 7 day and 3 day books and magazines will not be renewed.

6. Overnight books from the reference section may be withdrawn only at the closing hour of the library and must be returned before the first class the following school day.

7. Students are not allowed to transfer books amongst themselves. Books are exchanged only at the library.

8. The borrower is responsible for each book drawn by him and must pay the cost of the book if lost or destroyed while in his or her possession or, if damaged, a sum proportionate to the damage.

For the summer vacation sufficient books must be issued. Books are not meant to be kept on the shelves of the library. The best place for library books is the reader's study. On admittance into the school each student must be required to deposit a sum of rupees five or ten as library security.

For overdue books fines should generally be *not* charged.* It is not the pupils but the parents who are fined. Students are willing to pay a small fine to retain a book they want to read. Fines also tend to interfere in the building up of the habit of responsibility amongst the students. Students should be warned and taught to feel responsibility. If a pupil does not heed warning he may temporarily be suspended from the privilege of borrowing books for a week or two or at the most a month if the offence is very heavy. And that too with a heavy heart. The Librarian should suspend students in very rare cases; only when the repeated warnings are not effective. Every good librarian wants the books in his library to be most

widely used. The greater the number of books issued each day the more pleasure the good librarian feels.

VIII. ASSISTANTS

There are two kinds of assistants needed in a school library. A *duftri* for pasting labels, shelving, mending and cleaning books and to assist the Librarian in other minor duties. A *duftri* must have passed the Anglo-Vernacular Middle School Examination and must know Hindi and Urdu both. He should also have some knowledge of mending books. The second class of assistants needed in a school library are pupil assistants. Fees of some deserving students are exempted for assisting the librarian an hour or so in his work. Students' participation in the library work must be encouraged by the school authorities not because of the assistance they render to the Librarian in his work but because it helps in socializing the library and creating interest amongst the students where their classmates are employed. School pupils can work in the library in the mornings before the school begins and in the afternoons when the school is over.

IX. REFERENCE WORK.

Reference work has been defined by Alice B. Krøger as "that part of library administration, which deals with the assistance given to readers in their use of the resources of the library." The school library is like a laboratory. The function of the school librarian is not to tell the meanings of the words to the pupils but to provide a dictionary wherein the pupil can find the meaning of the word and to teach the use of the dictionary. The Librarian's duty is to provide the pupils with the tools with which the pupils themselves solve their problems. He is *not* to solve the problems for the pupils. If a student wants to know how is *rubber* made? how

*This does not apply in public or college libraries where fines should be rigorously imposed. Ed.

do the Chinese travel? What kind of clothes the Japanese put on? how fields are cultivated in America? how aeroplanes are made? it is the Librarian's business to provide the students with such books wherein he can get the information.

The Librarian, on the other hand, should not meddle too much with the students' reading. The students must be allowed to choose reading for themselves, and breathe free air in the library. The Library's goal is self-education and culture and guidance therein must be different from the classroom instruction. The Librarian should serve as a guide whenever his help is sought.

There should be a weekly library hour when each class is required to visit the library, either in small tutorial groups (this is the better plan) or the whole class of 40 students. The weekly library hour should be scheduled in the school time-table. In that period the Librarian should teach the pupils the use of the library and bring them in touch with books. By teaching the use of the library to the pupils the Librarian does a two-fold service. Firstly, the students can easily find out what they want and attend to their own needs. They feel delighted going to the library, consulting the catalogue, and going to the shelves to get out the books they want. Secondly, this familiarity with the library tools and free access to the shelves creates in them feelings of at homeness in the library and fosters in them a habit of using the library as a life-long habit. They go to the library for all sorts of information and solve all their problems in life.

Instruction in the use of library tools include :—

1. Teaching the Dewey Decimal classification scheme in order that pupils may find books themselves on the shelves.

2. Teaching the use of the card catalogue.

3. Teaching the use of the reference books such as dictionaries, cyclopedias, atlases, year-books, indexes, etc.

X. BOOK SELECTION

"The purpose of book selection", says Mr F. K. W. Drury, "is to provide the right book for the right reader at the right time." And further on he says:—"In many respects the selector for a library may be compared to a buyer for a departmental store. With a keen knowledge of what the public wants, the buyer seeks out the sorts of goods which he believes will sell." The selection of books therefore should be left to the Librarian under the general direction of a library committee consisting of the departmental heads and the librarian acting as the Secretary of the committee. The selection of books by the committee without the librarian as the central figure in it is harmful interference with the Librarian's proper work. Selection of books needs a professional knowledge. It is the professional Librarian who knows the *aids in book-selection*; the standard book-lists and reviews and other sources of book information to which he can turn for help and guidance. If the Librarian is so ignorant that he cannot select books wisely then he is so ignorant that he cannot be a good Librarian, and the school authorities do wrong in keeping him. The Librarian sooner learns the book-habits of his readers as they daily come to read and borrow than does any other member of the committee, and thus informed he can select books more wisely for the pupils than can any other person. He has a better knowledge of the library's collection, from continually working in it and with it, than has any one else; and is therefore better fitted than any one else can be to select books that will fill gaps in it and make it stronger and better. The Committee should simply be advisory but the Librarian should only be the final authority in the matter of selection of books. And the committee's business also is to make sure that the library is

properly managed, but not to manage it themselves.

XI. PERIODICALS, NEWSPAPERS, CLIPPINGS, SLIDES AND FILMS.

Periodicals and magazines for the school are assential. They supplement the books with up-to-date information, which cannot be obtained from any other source. Boys and girls are very much fascinated by stories and other informative matter in the magazines. These periodicals and magazines should be in the vernaculars and in easy English. Boys and girls should be encouraged to read newspapers. The Librarian should also file newspaper clippings. Such clippings cost nothing but are very useful to the students as reference material. For example, there is a description of Japan and its people in a daily paper. Such an article must be cut out of the newspaper after it has been read by students and filed in a file under the subject travel. While writing about Japan the students can read the article and it can give them up-to-date information about Japan which might not be available in books. Pictures from newspapers and magazines, which are not to be bound, are similarly taken out and filed. A large number of articles can be collected dealing with industries, travels, scientific processes, historical passages, events, etc.

With the introduction of films and slides as a medium of imparting education it has become necessary to provide a school library with a portable lantern and educational films and slides. It is no doubt true that children learn more easily through pictures than any other way.

In conclusion the writer feels that his object in writing this article has been to give a broad glimpse of modern library work to the school authorities and to the boards of teacher-librarians working in schools all over India and to create in them desire to study the library science. This article will not carry them very far. However the writer's object will be fulfilled if it arouses interest in some of them to study the modern methods of library work. They get the books suggested below in their libraries and study them*

filled if it arouses interest in some of them to study the modern methods of library work. They get the books suggested below in their libraries and study them*

XII (A) TOOLS FOR THE SCHOOL LIBRARY WORK.

1. Dewey, Melvil, Abridged Decimal Classification. New York city : Forest Press, 1929.
 2. Hichler, Theresa, Cataloguing for small libraries. New York : Stechert.
 3. Cutter, C. A. Two-figure author tables. New York : Library Bureau.
 4. Mann, Margaret. List of subject headings for use in dictionary catalogues for juvenile books. Chicago : American Library Association
 5. Dickenson, A. D. Punjab Library Primer. Lahore : Punjab Univ. Library.
- NOTE.—In Dickenson's Punjab Library Primer, author tables are also given. These tables can be substituted for Cutter tables, if desired.

B. SOME IMPORTANT BOOKS FOR THE SCHOOL LIBRARIAN'S READING.

- Fargo, L. F. Library in the school, 1930. Chicago: A. L. A.
—Programme for elementary school library service, 1930. Chicagot A. L. A.
- Dutt, N. M. Baroda and its libraries. Baroda Central Library.
- Ranganathan, S. R. Five laws of library science, 1931. Madras Library Association.
- Johnson, M. F. Manual of cataloging and classification for elementary school libraries, 1929. New York : Wilson.
- Sayers, W. C. B. Introduction to library classification. London : Grafton.
- School library yearbook, 1931. Chicago : A. L. A.
- King, W. A. The elementary school library, 1929. London : Scribner's Sons.
- Sayers, W. C. B. Children's libraries. London : Allen and Unwin.

*The writer will be glad to answer the readers' queries and give them guidance, as much as he is capable of, in the re-organisation of their libraries. One anna postage stamps may be sent for the answer.

LIBRARY PUBLICITY METHODS

Fay, L. E. and Eaton, A. T. Instruction in the use of books and libraries.

Boston, Mass: Fascon.

Jast, L. S. The child as a reader, 1927.

London: Libraco.

Layasa, Hannad. The high school library.

1927. Appleton.

LIBRARY SUPPLY HOUSES.

All sorts of cataloguing cards, charging equipment and library posters can be obtained from the following library supply houses. Librarians will do well to write them for copies of their catalogues, which are supplied free of charge.

1. Gaylord Bros., Inc., Syracuse, New York.

2. Library Bureau, 205 E. 42nd St. New York.

3. Demo Library Supplies, Madison Wisconsin, U. S. A.

4. Grafton & Co., Coptic House, London, W. C. I.

5. Libraco, Ltd., 62, Cannon Street, London, E. C. 4.

6. Indian Library Service Depot, Mehra & Co., Anarkali, Lahore.

Library Publicity Methods

Mildred Othmer Peterson

Director of publicity of Des Moines Public Library; Middle Western

Representative on the Publicity Committee of the American

Library Association.

Publicity, the art of influencing public opinion, in all of its varied forms holds a large place in the world of men to-day. It has proved its value to the business world, for, had it not, certain firms in this country would not spend as much as a million dollars a year for publicity. If publicity is important to them is it not also important to libraries? The only differences, however, are that librarians, in a great many cases, need to be educated to the importance of publicity and that libraries do not have the millions to spend. Very few libraries, in fact, make any provision whatsoever for publicity in their budgets. This means then, that library publicity must be so conducted that funds are not necessary. This is true in the case of Iowa libraries, except perhaps for the expense of printing a yearly report or a monthly library bulletin which gives information regarding books and library services.

The aims of all library publicity are to secure necessary financial support and to

increase the use of the services rendered by libraries. Local conditions determine which of the two motives is predominant. Certainly no publicity should be given to services which the library is not in a position to give. In case the library is already functioning at full capacity, publicity should be directed to securing additional funds or support, so that in the end a greater service may be rendered to society and the community. A large number of people in every city have erroneous ideas concerning libraries, their functioning, purchasing of books and, in general, the manner in which they are conducted. To correct these false impressions, then, is not only desirable from a standpoint of securing adequate support, but also in order that they, too, may enjoy its manifold services. Publicity of the various types slowly but perceptibly lessens these prejudices and thus enables a library to assume its rightful role in the community.

**Sent to the Library Service Section of the First All-Asia Educational Conference.*

Anything which contributes to the formation of public opinion regarding the library or the advertising of its facilities and services to the public is the rightful concern of the person handling library publicity, who may be termed the library's director of publicity. Therefore a wide field of activity is open to him. He should be, if possible, a person trained not only as a librarian but also as a newspaper worker or advertising man. *The library owes it to the public, who support it by taxation, to report information concerning its activities, services and management, and to inform the public of the knowledge and culture that the library wishes to give to the citizens of its community.* Charles Kingsley has said, "Except a living man, there is nothing more wonderful than a book! — a message to us from the dead—from human souls whom we never saw, who lived, perhaps, thousands of miles away; and yet these, on the little sheets of paper, speak to us, amuse us, vivify us, teach us, comfort us, open their hearts to us as brothers."

In the United States there is a publicity committee of the American Library Association, with a paid worker in the Association's office. Each one of the 48 states has a representative on this committee, who incidentally receives no monetary remuneration. During the coming year there will be eight members on this committee, several having as many as 8 states to represent. In Iowa there is a publicity committee of the Iowa Library Association composed of four members, who direct state library publicity. In only one of the city libraries in Iowa is there a full time publicity director and that is at Des Moines, where the library is large enough to warrant it. In the other city libraries, the librarian, usually directs publicity in her city.

The mediums through which the director of publicity works include all of the avenues which are available in the community, city and state, of reaching the mind of the public. In most places there are newspapers,

radio, co-operation with schools, clubs and organizations, theatres, mail, displays and personal service. All of these mediums have been used in Iowa and particularly in Des Moines, which is the capital of the state, with the largest population and library.

NEWSPAPER PUBLICITY. Newspaper publicity is the most important medium available and the most frequently used by libraries with the exception of personal contacts. There are two types of newspaper publicity, paid advertising and news stories. Several public spirited individuals, banks and business organizations have, from time to time, given paid newspaper advertising space to libraries for the purpose of advertising the library. This space, in case the donor does not wish to give his name, is always so marked so that the public does not gain the impression that the library is spending its funds on advertising, instead of books.

The major part of newspaper publicity consists, however, of news stories. It is extremely useful for the publicity director to have a thorough understanding of newspapers and how they are edited. The publishing of a newspaper is an art which follows well defined rules. A knowledge of these rules and the routine procedure in the editorial offices of the newspaper will enable a publicity director to get much better results from his work. There are several kinds of newspapers; weeklies in the small towns, dailies in the larger towns and the great journals of the metropolitan centres which publish a number of editions daily. They differ widely in content as in size, but in general the same rules for news interest apply to all and all are effective carriers of library news. The following inscription on the New York City Post Office is as applicable to newspapers as to the mail. "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds"

Of Course the larger the publication, the more interesting the news must be to gain a place in it. Stories concerning library news and activities must compete with the other news of the city and of the world for a place in the paper. They must meet the requirements of reader interest just as do any of the other items, because no newspaper should be asked to burden its columns with material of no interest to its readers or of interest to only a very small group. Here the library has an advantage: its news is of interest to every reader, since it has something to offer everyone. It disperses knowledge and culture alike to the rich and the poor, the educated and the uneducated, in short to all who will avail themselves of its services. It is a storehouse of information as well as a source of pleasure and recreation. It is the duty of the publicity director to see that library news is presented in a manner which is interesting and will attract the greatest number.

The purpose of libraries is to give the greatest service to the greatest number. Salome Cutler Fairchild, formerly of the New York State Library School has stated that "the function of the library as an institution of society is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them."

It is evident that one person and only one should direct the publicity of the library. He will know what has been done and what is yet to be accomplished and will make his plans accordingly. He should cultivate the friendship of the city editor of his newspaper, realizing that close co-operation between the two will be beneficial to both.

There are many types of library news which the paper will gladly print, and which the public will read with interest. Articles, featuring functions of the branches, circulation, reference, bindery, art, childrens' and cataloguing departments with accompanying photographs showing "action" are always of interest; this is a

case of library publicity. Newspapers are not interested in PUBLICITY as such; they are, however, always interested in NEWS.

Books are news; tell people about them through the press. Not only new books, but those dealing with particular subjects can be tied up with local, national or international events. The library's monthly and yearly statistics can be reported in an interesting manner. In addition, people are interested in the various services of a library, especially any unusual one such as delivery of books to hospitals, summer camps and schools. General library announcements, changes in the library staff, gifts to the library, conventions and additions to buildings or equipment are always of interest. The use of names in newspaper stories is always desirable. Sometimes arrangement can be made whereby a newspaper syndicate will send out monthly library and book news releases to all of the newspapers in the state as has been done in Iowa. A scrapbook containing all publicity should be kept by every library as it often proves helpful in the future. Newspaper publicity is worthy of much time and study on the part of librarians.

RADIO. The radio is a newer medium of publicity but none the less effective. Several libraries in Iowa broadcast occasional talks, while the libraries at the Iowa State College and Des Moines have had regular programs for the past several years.

Two of the public libraries, Des Moines and Davenport, although 175 miles apart, are cooperating in a weekly broadcast, of 15 minutes duration, giving book and magazine reviews and general information concerning books and authors. The radio stations in these two cities have recently synchronized, consequently talks are broadcast over both stations simultaneously. Letters expressing interest and requesting information have been received from listeners as far

distant as 750 miles. The Iowa Library Association gave weekly programs over a period of several months on the subject of "County Libraries".

CO-OPERATION WITH SCHOOLS, CLUBS AND ORGANIZATIONS. Distribution of lists of books on particular subjects is best effected through organizations interested in the subject. Often the organization will mail library publicity with its regular announcements to members. Members of a library's speakers bureau will always be welcomed to give addresses before organizations. Practically all librarians and qualified members of their staffs give hundreds of talks before clubs, schools, and organizations annually. Many libraries have auditoriums and meeting rooms where clubs of a civic and educational nature are allowed to conduct meetings without expense for the room. Libraries receive co-operation from such organizations, particularly in regard to the celebration of Book Week, which is observed annually during the second week in November. Through assisting various organizations with plays and pageants, much valuable publicity and good will can be secured.

THEATRES AND MOVING PICTURES. The theatre is another publicity medium of more recent years. Special book-lists and exhibits of books can be displayed in connection with the current showing of a play or moving picture of a worthwhile book. The theatres usually are willing to bear any expenses so incurred and quite frequently will present the library with additional copies of the book or run a film trailer or screen announcement with the information that this book is available at the local public library. The American Library Association now has a committee which reviews all movies as they are made and sends out definite information concerning those which it endorses.

THE MAIL. Direct by-mail distribution of pamphlets and circulars can be used

to advantage in certain campaigns, when new branch is to be opened or when new prospective patron moves into the city, although it is usually too expensive a method to be employed. Hand bills and broadsides can frequently be distributed through local stores, who will insert them in outgoing packages, through banks, who enclose them with monthly statements, or through factories who place them in the pay envelopes. Boy Scouts often will deliver them from door to door as their form of community service. Street cars often will display them in the cars, particularly if a library employee goes to the car barn and places the posters in the car.

In addition to the annual reports published by many libraries a number of Iowa libraries publish bulletins at regular intervals such as "Book Marks", published by the Des Moines Public Library. Each month this bulletin is distributed free of charge at the main library, ten library branches and twelve library stations, to twenty-five civic and educational clubs and organizations and through the mail to libraries and interested persons. This bulletin usually contains annotated lists of new books, announcements of the weekly radio book talks, statistics and general library information and the calendar of coming events in Des Moines for that month. Metal cuts and illustrations, which greatly enhance the attractiveness of the bulletin are gladly furnished by publishers without cost. A line giving due credit to the publisher is printed with each illustration.

DISPLAYS AND POSTERS Practically all libraries realize the value of exhibits and displays in their own building. A great many have extended this to include the maintenance of booths at country and state fairs, food shows, home and garden shows, educational conventions and in stores and buildings. A great many people are interested and reached through this medium that are

attracted in no other way. Posters in connection with book exhibits are very effective—almost a necessity, in fact. The poster can be made one of the most effective methods of publicity if care is used in the preparation of material and in the placing of the completed poster. It is not necessary for the librarian to be an artist to make an attractive poster: anyone can use a pair of scissors, a pen, ink and glue. These and a little originality and initiative are all that are necessary. Artistic skill is always helpful but not essential. A poster should attract attention, direct thought and secure action.

PERSONAL PUBLICITY. Probably the most powerful publicity is word-of-mouth publicity.

Something which is heard from another usually makes a deeper impression than something which is read. Encourage your staff as well as library patrons to talk about the library, its services and books, because as Thomas Carlyle said "In books lies the soul of the whole past time; the articulate audible voice of the past, when the body and material substance of it has altogether vanished like a dream—all that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of books—but the place where we are to get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manner of professors have done their best for us. The true university of these days is a collection of books."

In order to stimulate library publicity as well as to show what was being accomplished, a library publicity exhibit and contest was held in connection with the last conference of the Iowa Library Association. Ribbon awards were given to the libraries taking first, second and third places in newspaper publicity, posters, and special library features. Libraries were grouped in two divisions; those in towns with a population over 15,000 and those under 15,000. A display of publications received from American Library Association headquarters especially for this exhibit was shown in connection with the Iowa Library Association publicity exhibit. This proved of great interest to the librarians and it received considerable space in the newspapers throughout the state.

The foregoing brief outline is but indicative of the multitudinous channels which are available to a publicity director. The benefits of favourable publicity are cumulative while intermittent or ill-directed efforts at publicity fail completely to achieve the desired ends. Public opinion is indeed moulded slowly hence, a library cannot hope to achieve prominence through its publicity if a well rounded publicity program is not planned and executed. Continuous and well directed publicity, in conjunction with good service and adequate support will enable the library to assume the position which it deserves in the community.

Intellectual Freedom and Integrity*

Allen Steffen, Librarian, Public Library, Detroit, Michigan.

Conscious of the dignity and influence of this seat of learning whose guests we are privileged to be, we may well pause to inquire in how far we may follow its leadership and embrace its ideals.

Certainly in the case of a public institution, whereof I am but an imperfect deputy, its policy is not that of operating on the high levels of scholarship or being a claimant to such intellectual influence as is part of the traditions and accomplishment of Yale University. As an impetus in our own service we look to institutions of this kind for the creation of leaders—men whose careers are outstanding, not only if measured in terms of professional prestige but whose distinction and lasting impression on the popular mind rest on the clarity and courage of their minds and probity of ideals. It would be ungenerous if we did not honour institutions of higher learning by recognizing their chartered responsibility in the formation of national character, their mastery in assaying and purifying the human and intellectual ore brought to their laboratories. The greatness of any university finds its popular recognition through the service it renders the people in a national sense, through its share in developing and crystallizing a national genius which should be intelligible to and cherished by all.

Such institutions require a good many distributing points in order to realize their most cherished hope—that of far-flung service to mankind. Among such agencies for the distribution of knowledge the public library takes its humble but now definitely established position. The leaders of public libraries are not charged with the pursuit of scholarship, but as promoters of sound public thinking we may perhaps speak in the same faith as our academic colleagues, as we

are both defenders of the bill of rights of a self-governing people to intellectual freedom; we can be faithful to such a trust only if we preserve the integrity of our declared purpose.

During the past decade the American Library Association achieved an unprecedented growth in membership and specialization in service activities. It was an era when the national energy was tuned up to a production and expansion that took on the dimensions of an economic world conquest. This prosperity wave carried everything before it—among other American institutions, the American library. Like all other corporations we decided to reorganize. The National Headquarters was departmentalized: specialists and boards were set up, charged with the responsibility of advisory service and exploratory undertakings. They were called upon to outline service policies to meet the standards of the new social, industrial and educational life which the national spirit was endeavoring to interpret on the high wave of prosperity and power. Leadership at Headquarters gave impetus to the new advance and met with generous support from all ranks; friends and powerful patrons registered their practical good will. We struck a fast pace, we gained territory, we achieved some objectives well worth while. Much remains to be done.

America is in a state of flux like the rest of the world. The industrial era has given us riches; it has also generated new conceptions of a life worthy of man, wherein sanitation, comfort, freedom and fellowship take their place in a new social order, where new capacities of

* Presidential address delivered at the American Library Association meeting, Yale University, New Haven, Connecticut, June 22, 1931.

living are revealed. A delicate interplay between rights and duties enters into a growing understanding of human relations. Modern transportation has brought restlessness about; we have no permanent anchor-ground; the old farm, the village of our boyhood, our home town are but archaic forms, welcome to our sense of humor—occasionally even serving as a springboard for the sarcastic flights of our scribes. Our state of opulence, of sacred memory, supplied us with costly social upholstery and standards of simonized physical comfort. When the fountains of financial fuel ceased to spout we were brought up sharp in our plunge to make a short cut to success.

We have heard laments about the arid wildernesses in America where no library service is available. It is reported that approximately 40,000,000 people are without such contact. Accustomed as we are to associating popular educational service with print and other library accessories we are prone to forget that simplicity of surroundings, even hardships have educational effects often enriched by the fact that these untaught people are masters of their own destiny, humble as it may be. With confusion and helplessness all about us we might be tempted to ask if standards of life—national or individual—and character-making are not realized in the quiet corners of our land where life is a little primitive quite as soundly as in the great centers of energy where life is a little hectic and under the whip of the sensational.

No doubt it has been within the experience of our field-workers to meet and be honored with the confidence of the simple, kindly folk of rural habitation, where the friendly return of a greeting and many other expressions of good will—with no thought of profit—are forthcoming quietly and in accordance with an ancient, unwritten code. These people know little of organized welfare work but they have the ability to stand on their own feet—give a lift where it is

needed, help their friends without imposing upon the self respect of either.

Many of these folks of broken speech have their sanctuaries both within themselves and in the open where nature has revealed herself to their seeing eyes. Thither they wander in their hours of ease and commune with the mysterious truth of life, feeling its strength as does the Arab kneeling on his prayer rug. Out of such golden threads are woven folk history, national culture and deep attachments—the soil out of which national literature blossoms and comes to harvest. We might find that more human virtues and a deeper unselfish affection are born and kept alive in the wee hoose in the heather than in the Alpine country of American skyscrapers.

The independent nature of these simple folks, their unwillingness to be imposed upon or to be patronized calls to mind the story told about a people whose lives also run in a minor key—the Shetlanders. As an example of the self-satisfied and withal independent nature of the average Shetlander, the following remark made by an old isleman to a stormstayed visitor from the South may be cited:

"You must find it terribly dull living in this out-of-the-way place," said the stranger, "seeing you cannot get your letters and papers when the weather is bad. Why, I don't suppose you know what we are doing in London from one week's end to the other!"

"That's true," was the reply, but yir just as badly aff in London, for ye dinna ken what we're doin' in Shetlan'."

Obviously we cannot do our part in community service if we live marooned in an institution, not in contact with the pulsing life of our day. We are citizens deputized by other citizens to administer a special service for public good. We must organize our full strength, keep our resources fluid and our libraries registered as intelligence bureaus to enterprises where creative work and practical skill construct some of the footings to which a civilization of human welfare must be

anchored. The craftsman, the artist, the thinker are brothers and the enrichment of life will be the more substantial if these minds are joined in a fraternity of civilization.

The industrial era of our age has widened the front of our advance. While harkening to the new calls we should not forsake old loyalties. The full chapter of the Machine Age is still to be written. Like all revolution it filled a need, it corrected a wrong. The drudgery of toil, the darkness of primitive human shelters were cast off like unlovely garments. Work began to have a new meaning, a new recognition, a man's way of qualifying for social, economic and intellectual emancipation—the trade mark of a wealthy nation.

We are emerging from a century in which science through the genius of many taciturn men all over the world placed at the service of mankind the latent forces of nature, and equally ingenious minds multiplied the talents placed in their keeping. The British Association for the advancement of science meeting this year to celebrate its one hundredth anniversary, will also pay honor to the centenary of the great discovery by Michael Faraday, the obtaining of electricity from ordinary magnetism. Its bearing upon modern thought and modern life is well known to us all. We have received a rich inheritance from him and other masters of science. The technical details of their discoveries are beyond the understanding of most of us; their application for human comfort and power are within the experience of all. In deed, the economic foundation on which the civilization of to-day rests is the gift of men of science who bequeath their findings to posterity.

Brilliant and amazing are the successes achieved at an accelerating speed within the wide domains of technique. Every difficulty is a challenge to new forces, new methods. Divers human needs have been met, a growing security against the daily struggle of old with unyield-

ing nature has been achieved. Work has produced wealth, some of it flowing back into channels of industry while large amounts have been dedicated to human needs other than material ones. American men of wealth tend to be a group of cheerful givers, unostentatiously practicing the theory of certain Roman philosophers which allowed "the wise man to possess, even to seek riches, but only as a means for exercising social virtues such as generosity, magnificence and the like."

Having submitted this imperfect brief for the modern industrial era, should not the honorable counsellor for the other side also be heard before a verdict is reached? To be sure, he will concede the value of concentrated energy and co-operative efforts but as part of his exhibit he will also point to symptoms indicative of a life exhausted in centrifugal motions! Mental efforts are directed to outside life—technology, world events, national and international economic competition. No body has time to nourish his *personal, inner* life. The rest period vibrates with nerves and overstimulation, a state of mental tension, demanding another spurt.

In this enervating craving for action and more action, the weary chase for "a good time," we repeatedly respond to the crack of the whip and surrender our heritage of manhood, our mental freedom, our right to a balanced individual life of thoughts and emotions, of memories and experiences, of yearnings and lofty ambition—the ingredients which are essential for poise and a personality.

Our eyes are riveted on the untiring whirl of humans short-circuiting their power instead of preserving it.

The wonted dignity and calm of our libraries feel the reaction; we also are a part of an intricate machinery and have surrendered to a powerful collective will and demands, ever growing in numbers and insistence. We have joined forces with others in training intellect

day after day to convey information and knowledge in order to keep the machines working and nature yielding its resources. Are we in danger of being industrialized? Certainly we occasionally stumble upon certain features that we have in common with industry. Laboratory devices are multiplied, daily working hours are reduced and yet there is a lamentable want of time, strength and seclusion to enrich our inner selves, to learn the art of husbanding our forces only to release them for the deeper satisfactions of life. Our social education has succeeded in collecting and uniting our moral and spiritual forces in a community structure of law and order where all people have a deepening sense of solidarity. Reaching for the perfection of organization, we are in danger of forgetting the individual who, if he is to reach his full stature and adult growth, must be free to develop untrammelled by organization standards.

We librarians also are organized and classified; we have our departments, card catalogues and bureaus; our statistics are often our most solemn proclamations, though they express nothing but the mechanics of our service. Our chapter in the history of popular education cannot be written merely in algebraic equations, our contributions to the spiritual emancipation of the individual call for careful auditing.

The danger of the Machine Age, the benumbing tempo of the lockstep are realized and various devices and agencies are functioning for stimulating mental development and public intelligence. The library has many competitors, our superiors in aggressiveness and ingenuity. Certain organs of print ceaselessly furnish machine-made opinions which, mechanically conveyed, are accepted by many who without time and desire to do their own thinking submit to this polite forced feeding. In the name of culture, men's minds are being knocked about by plausible, sententious speculations and appeals gently sent out on the wave

length, the terminal letters of which may be identified with gullibility and conceit of individuals and groups.

If it be our part to assist in promoting sound public opinion based on orderly processes and tested truth, if we desire to be recognized for integrity of intellect and purpose, then it behooves us to protect and guard the birthright of others, their right to honest goods from whosoever sets himself up as their mentor and counsellor. Not for us to be field agents for the pretender, the hypocrite, peddling his shoddy wares in words of printed cant and platitudes. Be not impatient with the unlettered man, do not exalt the intellectual. Only those are servants of public good who through personal effort without thought of gain serve their fellows well and if occasion arises through, a noble action. Those men are evil who distort truth, who perform sibilant lip service, who profiteer on simple minds, prejudice and false sentiment.

Those who intrude themselves upon the inner life of a man must come clean. Our high warrant for labouring in the vineyards of the so-called Adult Education must contain as a leading sentence the promotion of adult emancipation and intellectual freedom. Those attributes of manhood are the gangway to useful activity, to success and to rugged self-dependency.

He who takes flight or refuses to surrender his own judgment to conventional public opinion should, however, heed the truth that it is the analytical, investigating mind which triumphs against unbridled impulse and passion.

The main building of an old university in northern Europe bears this inscription which greets the students as they enter:

Great is the thought that is free
Greater the thought that is right

In accommodating all those who come for printed sources of information of a theoretical and practical nature we are properly recognizing the life of to-day. If we are also spreading our wares to,

those who are interested in human emotions and the aesthetics of life, we are honouring those interpreters of events and peoples who with their artistry and fancy present a deeper and truer understanding of life than reality itself.

In making a plea for such library service we have no sympathy with the individual who substitutes reading for thinking or retires from his fellows in gloomy self-introspection. Too much reading, even educational, may be as stupefying and enslaving as the treadmill rounds of brute labor. One-sided intellectualism travels on the lonely trails of the arid, unfrequented regions. Books and reading should lead to the highway of freedom, alertness and usefulness.

National culture, the development of a race, will not attain its fulfilment if the recreational needs of the individual are neglected, if tactfulness, graciousness, fine taste and other manifestations of good breeding are absent. The colourful stratifications of Adult Education contain the elements of a spontaneous, sound joy of life, sensitiveness to beauty, good will and responsiveness to our fellows.

I like to deal with him who is not helpless and low-spirited when deprived of upholstered leather chairs and the beseeching appeals of the radio. I am for the man who has the courage to live his own life, whose wings are strong in mist and sunshine, whose zest of life has no hectic tempo—such a man makes a good companion and is a power in social education. Virility, steadiness in the hour

of decision, sturdy humanity, the love of one's mother tongue enter into the structure of all national culture. The abundant life is achieved through the balanced intelligent enjoyment of one's physical and mental self and the sharing of the happy hours with others.

Books like *The Story of San Michele*, *Giants in the Earth*, *Death comes for the Archbishop*, *Lambs in March*, the racy flavour of native humor as rendered by Mark Twain, the suppressed yet exquisitely fluent idealism of Galsworthy sound the depths of human sympathy and good will. They are a testament of noble sentiments from those who with deep affection have lived very close to the heart of nature and life. If education means understanding, then we serve faithfully in placing such printed messages in the hands of our fellows. There may still be voices from down in the pit speaking in praise of increased per capita book circulation—they are but droning words from the accounting department where the sun never shines.

A good book touching the mystery as whispered in the silent woods or giving us the jubilant notes heard under the open sky carries us towards the heights as do music and song. If it comes our way in our daily service to introduce to others such melodies of the delicately attuned and inspired human mind, then we experience a reward more precious than rubies—we have had a share in the making of a life, and not merely advised as to how to make a living.

Imperial Library, Calcutta.

Mr K. M. Asadullah, Librarian, Imperial Library, Calcutta has compiled a guide to the Imperial Library with the object of informing the public as to the resources of the Library and showing the way in which they can best be utilized. The rules mentioned in the guide show that all persons residing in any part of India can borrow books from the Library by depositing the price of the books. Deposits, however, are not essential in the case of Government departments and recognised institutions. A copy of the guide can be had *gratis* from the Imperial Library, Calcutta. The library has printed catalogues of its collections, which can be purchased.

THE MODERN LIBRARIAN

OCTOBER 1931

Editorial

On Order Lists.

At the beginning of every new financial year the librarian is faced with his most difficult and at the same time most important problem since on the solution of this problem depends in large measure the success or failure of his library—the problem of framing his order-list for the current year.

This problem is probably more acute in public libraries than in college or school libraries for the simple reason that in the latter the librarian can expect and actually does obtain a large measure of assistance from teachers and from students, whereas in a public library he is left more to his own resources. But even in college and school libraries experience teaches us that the bulk of the work of selection has to be done by the librarian himself.

As one in charge of a library I have discovered that it is important psychologically to get in a large supply of books at one time, preferably at the beginning of the year, and that it is fatal merely to add books one by one as occasion demands. The reasons for this are obvious. In the first place for example the arrival in a college library of a large consignment of books at the commencement of a new term stimulates far more genuine interest in the readers than the dribbling in of books in ones, or twos, or threes, as the whims of individual professors or students dictate. The opening of the institution or of the year generally means that the library is for some days the haunt of some who may be mere curiosity-mongers, but

whom the sight of numerous and timely books freshly ordered may grip from the start and convert into library habitues.

And so every librarian should formulate at least one fairly substantial simultaneous order-list every year, reserving in his budget sufficient funds for further occasional orders during the balance of the year. How then is this order-list to be devised?

It must be noted that no two order-lists will correspond. Each library has its own objects and its own constituency and no order-list can be framed without careful consideration of the tastes of the constituency. It is no use ordering books that those frequenting the library are not likely to read for they will occupy shelf-space and tap financial resources that in every case can ill be spared. And so as a first approach to the problem of the order-list it would be well to study Mr Harrington's article in the *Modern Librarian* of March and April 1931 in which this specific question of the taste of the constituency and methods of determining it is carefully studied.

Granted, then, that following Mr Harrington's suggestions we have discovered just what our readers desire, we have next to determine how far it is our duty to cater to that taste. Certainly it would be unwise to limit our selections to the kind of books our readers desire, for their desires may not be peculiarly enlightened or elevated although they cannot be ignored. The order-list should contain a wise blending of what our readers wish to read and what we wish them to read, and our

books must be so chosen that one will lead to interest in another of a superior type, thus elevating and widening the reading of our constituency. For example it would be well in one and the same year to order two books on a subject such as Napoleon, one more popular and sensational, the other more accurate and of higher literary value, offering our readers the more popular volume first and then when his interest is aroused tendering to him the more significant volume. This principle of unconscious education of our constituency should apply throughout our library work.

A second essential in the preparation of an order-list is knowledge of the books on the market. There is only one way of obtaining this knowledge *viz*, the study of publishers' lists and of reviews.

The study of publishers' lists may be a fascinating occupation, and it may be a very dull affair—the publisher himself determines which of the two. But it is often in the most drab and uninspiring lists that the most valuable accessions are to be discovered and the librarian must have both book sense, and a clear knowledge of the needs of his library. In every library there are gaps to be filled—some of them gaps of an astounding nature—and the librarian should locate such gaps and read book-lists with a view to filling them. This is not an easy job, but it is the basis of all good librarianship so far as supply is concerned. A great deal of good ordering can be done by simply glancing through publishers' lists with no particular object in view save that of discovering apparently fascinating volumes, but infinitely better ordering can be done, if the list is scanned with a more definite purpose in mind.

Of the study of reviews much might be said. It is so hard nowadays to trust a review that one attacks reviews with considerable caution, determined not to

be carried away by crafty publishing salesmanship. But reviews in certain publications and by certain writers can be regarded as disinterested and one can always pick up the Times Literary Supplement. The New York Times Literary Supplement, the Library Association (U. S.) Publications, Harper's Magazine. The Forum, and Scribner's—to cite just a few—with some measure of confidence, and by comparison of reviews in them estimate the value of certain new books. Without question this means study and labour but no good order-list was ever framed without the assistance of effort.

This effort can be lightened in colleges and schools, as I have intimated, by the assistance of experts in particular subjects, but it must always be borne in mind that the expert tends to a selection of books of a narrower and more technical character and that his selections will have to be supplemented by less worthy choices of more popular appeal.

Finally no order-list can be framed without a study of prices. Most library budgets are shockingly small and swallowed up in the main in establishment and furniture—both indispensable—to the starvation of new books, so that we must all exercise economy.

Thus if local book agents do not grant us good terms it is wise to place orders in the countries in which the books are published. In most instances a library discount can be obtained, and this in itself constitutes a very considerable saving. The middleman must not be grudged his profit, but his profit should not be excessive, and libraries as public organizations are certainly entitled to better terms than individuals whose purchases are far less frequent and substantial. In Great Britain and in America reliable book agents can readily be discovered, and will procure expeditiously any book that is still readily available.

In the case of classics it is better to have many than few books, and chea

handy editions are advisable. When they are damaged or unfit for use they can be cheaply replaced, and can always be bought in greater multiplicity than more expensive volumes, but it is desirable at the same time that every library should invest annually in some high-grade and beautiful books. There is a joy to the reader in handling a fine book or seeing it on the library shelves accessible for his use, which makes him prouder of the library as a member than he would otherwise be. Paper-backed books

are an out-and-out bad investment—artistically and practically—and when books can be obtained in no other form, the librarian should send them to the book-binder on first receipt if he wishes to preserve them at all.

So much for this editorial—hardly an editorial in the orthodox sense—but a practical consideration of a real library problem, which it is to be hoped will not prove without value.

F. M. V.

Notes and News

BARODA LIBRARIANS HONOURED

Mr Newton M. Dutt, F.L.A., Curator of Libraries, Baroda State, on attaining his sixtieth year and putting in seventeen years' service in Baroda, has been granted an extension in service, a promotion of rupees one hundred per month, and a purse of rupees twenty-five hundred, by H.H. the Maharaja Sayaji Rao Gaekwad, in consideration of his good work. The purse was presented at the hands of Prince Pratapsinha at a select Darbar of Sardars and Heads of Departments. Mr M. N. Amin, B.A., Assistant Curator in charge of Country Libraries, has also been granted a promotion of rupees fifty per mensem, and a purse of rupees fifteen hundred, in appreciation of his good work. Another prominent scholar, Dr B. Bhattacharya, M.A., Ph. D., Editor of the Gaekwad Oriental Series and Director of the Oriental Institute, has been decorated with the order of Raj Ratna Gold Medal by His Highness, in recognition of his valuable work in a Sanskrit research.

MR K. M. ASADULLAH.

● Since the retirement of Mr J. A. Chapman, Librarian, Imperial Library Calcutta, in 1929 Mr K. M. Asadullah, B.A., F.L.A., has been officiating in his

post and has now been confirmed. Mr Asadullah is the second Indian, who has the honour of occupying this position. The only Indian appointed to this post before was the late Mr Hari Nath De. Mr Asadullah is a Punjabee, and the librarians in the Punjab are proud of Mr Asadullah occupying this high post. He was born at Lahore on the 6th August, 1890. After getting his education at the local Islamia School and College, he finally graduated from the Forman Christian College, Lahore, in the year 1913. He was appointed Librarian of the Lahore Government College on a salary of Rs. 50 per month; the first graduate in the Punjab to adopt the library profession. Librarianship in those days was not considered a profession for the highly educated. Mr Asadullah was therefore called "educated dufftri" by his fellow graduates, who resented his joining this profession. In the year 1915, the University of the Punjab engaged, Mr Asa Don Dickinson Librarian of the University of Pennsylvania, U. S. A., to re-organise its library on modern scientific lines. Mr Dickinson started a University Library training class and Mr Asadullah

was among those who attended his classes and obtained a certificate in librarianship with distinction. Mr Asadullah, thereafter classified several libraries on the Dewey Decimal classification system and got a lot of experience in the work. He re-organized the Government College Central Library as well as its departmental libraries—Library of the Chemical department and the Stephenson Vernacular Library. From the Lahore Government College Mr Asadullah shifted to the Aligarh University as the Librarian of the Lytton Library. He reorganized the Lytton library as well as Siddons Union Library with the assistance of Mr Sant Ram Bhatia, now working in the Forman Christian College Library, Lahore. In the year 1921, Mr Asadullah was taken by the Government of India as the Librarian of the Imperial Secretariat Library, which post he occupied 8 years. In the beginning of the year 1929 he was taken into the Imperial Library Calcutta, to officiate for Mr Chapman, who got leave preparatory to retirement, and in which post Mr Asadullah has now been confirmed in the grade of Rs. 750—50—1250. Mr Asadullah introduced the Dewey System in the Secretariat Libraries at Delhi and Simla and re-organised them on up-to-date lines. He prepared himself for the Diploma of Library Association, London, and passed examinations in literary history, bibliography and book-selection, classification, cataloguing, library organization, and library routine and obtained the Diploma and was elected a fellow of the Association.

The Punjab Library Association.

Statement of Accounts for the year 1930—31.

Income.

	Rs.	A.	P.
By Library Association.			
Subscriptions ...	300	0	3
Modern Librarian			
Subscriptions ...	327	14	0

By Modern Librarian			
advertisements ...	308	0	0
„ Library conference			
stall fees ...	40	0	0
Total income ...	977	14	3

Expenditure.

	Rs.	A.	P.
To Modern Librarian printing	531	13	3
„ Library Association print-			
ing ...	64	11	0
„ Wages ...	29	7	3
„ Stationary ...	34	10	0
„ Postage ...	122	11	9
„ Delegate expenses ...	14	0	0
„ Miscellaneous ...	8	11	0
	806	0	3

Conference expenses.

„ Postage ...	34	3	6
„ Printing ...	56	12	0
„ Wages ...	28	15	6
„ Stationery ...	12	10	0
„ Sign-board ...	4	3	0
„ Railway freight ...	6	11	0
„ Donation to the			
Y.M.C.A. ...	10	0	0
	153	7	0

Total expenditure ...	959	7	0
Balance in hand	18	7	0

977 14 3

M. S. BHATTY,

Financial Secretary.

RATANCHAND MANCHANDA

General Secretary.

Auditor's Certificate

I have examined the foregoing Statement of Accounts with the books and vouchers and certify the same to be correct and in accordance therewith. I have the pleasure to add that the accounts have been admirably kept.

LAW COLLEGE :

BIR CHAND,
Lahore, May 16, 1931. Hon. Auditor.

Book Reviews

Andisio, Gabriel *Harun al-Rashid, Caliph of Bagdad.* New York: McBride 1931, 242 pp. illus.

Here is a volume that promises more than it fulfils, not that it is by any means a failure. Beautifully bound and printed, well—illustrated, and with an attractive paper-wrapper and rather fulsome reviewer's tributes, this book, while it deals with a fascinating and romantic subject and is really interesting, lacks the steady and coherent appeal of such volumes as Harold Lamb's *Genghis Khan* and *Tamerlane* and to my mind is not fired with that final, vital spark in style which gives colour and thrill to Lamb's work. There are, however, many exciting and colourful sections, notably that towards the end dealing with the murder of Jafar and the death of his sovereign and traitor-friend, the Caliph. The book is worth reading in that it does reveal in a vivid way the career and character of the fabled Caliph of song and story and of the *Thousand and One Nights*. We see Harun in all his splendour and greatness, but at the same time in all his viciousness and license—ruler of the Eastern universe; Caliph through the intrigues of the Barmecide Yalhia and his own Agrippina—like mother, Khaizairan, who contrived the death by poison of her elder son Hadi; conqueror of nations and peer of Charlemagne in the days of Charlemagne's greatest glory; ruthless and cruel foe; lascivious and self-indulgent sybarite and libertine. In so far as the book re-creates the ages and environment of Harun it is an able exposition though as a story it sometimes flags. It is history after the modern popular mode, and probably not accurate enough to please the professional historian. But all who are not such will read it with joy while the works of the

professional historian accumulate dust on the library shelves.

F. MOWBRAY VELTE.

Books to read; a classified and annotated catalogue being a guide for young readers. London: Library Association. 1931. 574 pp, 9.

This is a catalogue of over three thousand selected books on all subjects. With each entry of a book a short description of the book is given, which tells the readers what the book contains. This book is an excellent guide for librarians, members of library committees and general readers for the selection of books on all subjects. In our libraries, generally, a haphazard method of book selection is followed. Books are ordered merely by selecting attractive titles, which are generally misleading. Such books lie on the shelves in libraries and very few readers read them. The proper method of book selection is to read a review of each book from a periodical written by a responsible person or to select books from guides to the selection of best books. The book under review is an excellent guide, perhaps the best I have come across, and dealing with almost all subjects very methodically. The books are classified by the Dewey Decimal classification scheme and under the guidance of such experts in the selection and classification of books as Mr W. C. Perwick Sayers. That the book has filled a great want can be calculated from the fact that the first edition of the book has been sold out in less than three months. To the librarians of public, university and college libraries the book is strongly recommended as a good guide for the selection of books.

RATANCHAND MANCHANDA.

Douglass, Earl. *Prohibition and Common-sense.* New York: The Alcohol Information Committee, 310 pp. illus.

At a time when a biased press is in India giving us so much authoritative misinformation on the subject of the operation of the Eighteenth Amendment in the United States of America in an endeavour to prove that prohibition is a complete and colossal failure, it is a relief to come across a book like this by Mr Douglass, for Mr Douglass writes in a clear, convincing and detailed way that reveals an intelligent and deep study and an accurate knowledge of all verified statistics connected therewith. Dealing first with the history of the movement Mr Douglass proves conclusively that it was not as has been charged, "slipped over" on an unguarded American public but that it was a movement of long and steady growth which in 1920 triumphed despite the frenzied and unscrupulous efforts over a considerable period of years of the liquor interests to check it. He points out, too—with justice—that the victory on a dry or wet issue of Hoover over Smith by 444 electoral votes to 87 was an astounding vindication of the prohibition policy, and of far more significance than such inadequate and unrepresentative polls as that conducted by the *Literary Digest*. He considers in turn the verdict of science—medical science in particular—on the use of alcohol as a beverage, the old days of the saloon and its attendant evils, and the question of other methods of liquor control than complete prohibition. He shows how attempts at a state dispensary system proved an absolute failure in South Carolina and in South Dakota. How under the Canadian system from 1923-1929 the consumption of spirits increased 80 per cent, of beer and malt liquors 74 per cent, and of wine 390 per cent while the population only increased 7 per cent—a sufficiently convincing presentation of fact. Again in lower Massachusetts and Georgia a system by which the manufacture of beer wine and cider only was allowed proved a disastrous failure as had proved the case earlier in England when a similar measure was put through parliament,

by the great Duke of Wellington 'only to be repealed when it was found to be conducive to still further intemperance throughout the country. Stressing the importance of the clear hand and eye in our present machine age and showing how the average workman has in the United States prospered financially under Prohibition despite the recent money crisis, Mr Douglass goes on to cite statistics revealing what prohibition actually has done to decrease liquor consumption. His figures are interesting. According to Mr Fox, President of the American Brewer's Association, in 1926 53 per cent of the liquor consumed in an anti-prohibition year was consumed. The U. S. Government figures issued by Col. Woodcock show that only 31 per cent was consumed while figures issued by Prof. Fisher of Yale and Mr Contadini go as low as 18 per cent. In any case even taking Mr. Fox's figure prohibition has paid. This is a book which should be carefully studied. The liquor problem is one of the greatest problems of our present day, and Mr Douglass shows sympathetically how one great nation has been trying to solve it. When any nation does write alcohol's obituary notice, I trust that beneath it may be found in trenchant type, "British and Anglo-Indian papers please copy."

F. MOWBRAY VELTE.

Fosdick, H. E. *Adventurous Religion*. Blue Ribbon Books, 1926.

"Organized, institutionalized, creed-alized, ritualized religion has become for multitudes a stuffy and uninteresting affair. ... And behind all is the basic fact that religion and life have been drifting apart". So Fosdick analyzes the current indifference and hostility to religion in the West. In reply, America's greatest living preacher gives, in this collection of essays, clear and forceful expression to his own vigorous faith in vital Christianity. Mr Fosdick's great contribution to the religious thinking of our generation might be summed up in his own words, "to separate religion altogether

from the fickle ups and downs of theological and sectarian strife, and make it appear, as it is, an integral part of a wholesome life." Throughout this volume we are invited to a simple, natural, common-sense rediscovery of the religion of Jesus as opposed to the accumulated dogmas of a religion *about* Jesus. "Religion at its source is personal adventure in a way of living", writes Fosdick, who pleads for a maintenance of an "intimate relationship between healthy religion and wholesome living." True religion, he assures us, should include "such fellowship with ourselves, with other people, and with God as will furnish inward spiritual dynamic for radiant and triumphant living." We recognize these words as those of the so-called "liberal Christian" position. Mr. Fosdick, indeed, has been for many years the spokesman for this group. He has taken up arms against both the literal fundamentalists and the secular-minded humanists. He is at the same time impatient with all the cheap scepticism and diletantism found in the ranks of religious modernism. In these essays he is ever eager "to modernize Christianity's expression of its faith" while careful "to put first things first in religion, to subordinate the details of ritual, creed, and Church to the major objects of Christianity—the creation of personal character and social righteousness. Fosdick is primarily neither philosopher nor mystic. We will not find him struggling with the intellectual dilemmas of a Carl Barth, or attempting to create a new metaphysic with Wieman. His appeal is to the average man, his message one of the essential and abiding "goodness, truth, and beauty" of the religious life. We heartily recommend this book both to Christians who are eager to freshen and invigorate their own thinking, and to non-Christians who are seeking a clear, forceful statement of faith by one of the greatest leaders in the Western Christian Church to-day.

E. McCLUNG FLEMING.

Geddes, Patrick. The life and work of Sir Jagdish Chandra Bose. First Published 1920. London: Longman, Green. nine plats. 26 illus. 249 pp.

This is perhaps the only authoritative life of our great Indian Seer-Scientist: the author, well known in St. Andrews and Bombay Universities as professor, is a sympathetic and lucid expositor. "I am asked, says the writer, "whether the title of this book means especially a pioneer in science, who happens to be an Indian or a pioneer of science in and for India. The answer is—Both. For on one hand Bose is the first Indian of modern times who has done distinguished work in science, and his lifestory is thus at once of interest to his scientific contemporaries in other countries and of encouragement and impulse to his country men (P.V.) The book is divided into 19 valuable chapters of which a major position is easily intelligible to the average reader; every school and college student will be charmed with the first eight and the last three chapters: the remaining eight chapters are technical in head line but interesting for any one who has common sense. The reviewer had not the slightest notion about the terrible risks, dangers and trials that the great Indian prophet-scientist had to pass through: such details as given in the opening chapters are as thrilling as those of a Victor Hugo's novel and and very stimulating indeed to all Indian workers of to-day. Indian Scientists who have risen latermen like Dr C.V. Raman, Dr Meghnath Saha need be thankful and indebted to Dr J.C. Bose who through his Thirty years struggles paved the way to greater ease and freedom for an Indian. Great scientists may be divided into two classes: first those who are prophets and seers—those who work for science without expecting any personal gains in return. Secondly, there are others who, possessed with a practical mind, cannot ignore the returns of their discoveries. The first type work for science for its

own sake, the latter love to see science applied to human welfare, including his own. The greatest majority belong to the latter class. Only a select few belonging to the former. Luther Burbanks of America, Pasteur of France and Jagdish Chandra Bose of India form a trio among this select group.

AMAL K. SIDDHANTA.

Goedel, Ferdynand *From Day to Day* New York: The Literary Guild. 292 pp. trans. from the Polish by Winifred Cooper with a foreword by John Galsworthy.

This book is notable mainly for a novel experiment in narrative method. The hero of the tale—if in any way he deserves to be called such—is Stanislaw, a successful novelist, who in the book tells his own story in two different forms. The story in diary form of his life and daily experiences in Cracow after his return from the war is interrupted from time to time by sections from the novel on which he is then engaged, a novel relating his past experiences as a Polish prisoner of war in Turkestan. Thus he is Stanislaw of the diary, and Tadeuscz of his own novel; with a wife and child in Cracow, and a mistress and child in Turkestan. The story is founded on the current sex-complex from which our literature of to-day is suffering. In addition to Stanislaw's love-life with Sosia, his wife, and Marfa, his mistress, there is a disagreeable sexual interlude during his life in Cracow with Helena Klapa, wife of a professor-friend, and one is forced to the conclusion that Stanislaw is either weak or depraved. We feel that Judge Szarota of the novel is quite right when he says of Stanislaw and Marfa. "There she is unfortunate and you—you are a beast" for the cap fits. The novel is full of post-war a-morality and lacks idealism though well-written and original in form. It is in no way inspiring or elevating, and the fact that it was selected as the best book of the month by the Literary

Guild is a striking commentary on the quality of our current literature.

F. MOWBRAY VELTE.

Ilin, M. *New Russia's Primer* Houghton Mifflin, 1931.

An epoch-making revolution...Stupendous reconstruction...Colossal experimentation. We have become accustomed, now, to placing modern Russia in a category by its self. Yesterday it was the drama of leaders, to-day it is the drama of a Plan that absorbs our attention. We wonder, we disagree, we are perplexed,—but we cannot ignore. "New Russia's Primer" is a story of the Five Year Plan, which in its presentation and style is as unique and fascinating as its subject. Written for Russian school children its language is simple, direct, pellucid. But comrade Ilin is more than a clever engineer who has mastered the intricate provisions of this technically staggering Plan. He is a poet as well. The romance, the adventure, the glamour of Russia's daring programme dramatize its mechanical details on every page. We anticipate a statistical treatise, and discover a Fairy Tale. "All the important laws of physics and chemistry can be written in one book and put into a pocket. But knowing these laws, man erects great buildings, crushes mountains, digs cities under the ground...Great iron beasts will eat up a huge mountain. Ton by ton it will be dragged into a factory. And there in the flaming bowels of blast-furnaces crude ore will be smelted into iron and steel to be used in the building of our country...A machine is not a stick of chewing gum. You cannot drop a coin into a slot and expect a finished machine to jump out...A tractor is not a trinket; it is composed of five thousand separate parts...To create oases in deserts, to transfer forests from one place to another, to convert swamps into fields, such are the great tasks which the Five Year Plan sets before us." Worthy indeed to be studied by our school text-book committees.

Here is a brilliant attempt to render a complex feature of a great nation's life both absorbing and intelligible to its youngest citizens. And in our opinion it has been done without distortion of fact or use of objectionable propaganda. Need Giants and Fairy Princesses forever monopolize the diet of our matric students? But the economist as well as the pedagogue will find nourishment here. The chaos of capitalism *vs.* the efficiency of socialistic planning; the program of chemical research, of power production, transportation organization, utilization of natural resources, agricultural expansion and social amelioration is here presented in all its essentials. This brief narrative affords one of the most striking glimpses into the great Russian experiment we have come across. The enthusiasm of its author, moreover, is infectious, and suggests the secret of the stirring dynamic everywhere evident in the Russian nation to-day,—a nation which, having turned its back upon Religion, derives profound inspiration from the prospect of the dawning of a new Social Era.

E. McCLUNG FLEMING.

Keay, E. F. Kabir and his followers. 1931. Calcutta: Association Press and Oxford: University Press. 14 illus. pp. 186. Rs. 2 (Paper) Rs. 3 (cloth).

This beautiful volume belongs to the "Religious Life of India" series which was originally planned by the late Dr J. N. Farquhar, well known author of "Modern Religious Movements in India." The purpose of this series of small volumes on the leading forms which religious life has taken in India is to produce really reliable information for the use of all who are seeking the welfare of India. Throughout the eleven chapters the author has maintained an admirable tone of impartiality. All admirers of Kabir and there must be many—would do well to have a copy of this volume. The volume is enriched with

a valuable Bibliography, a glossary and an index.

AMAL K SIDDHANTA.

Munthe, Axel. *The Story of San Michele*. New York: Dutton 1931, 534 pp. This is the eighty-first printing of this book since its first edition in July 1929, and any volume which can boast of a publisher's record of this nature is either very sensational or very meritorious. *The Story of San Michele* is not in the vulgar sense of the word sensational. It is not fiction, lewd or otherwise. It is not a shrill expose or would-be expose of evil conditions as was *Mother India*. It is entirely free from sex-obsession. But it is without doubt one of the most successful books of recent years. With J. B. Priestly's *The Good Companions* and *Angel Pavement* I should put it at the top of the list of books by modern writers which I have read in the past two years and I have read not a few. I do not give it this position because of its style for there are times when Dr Munthe is to my mind surprisingly ignorant of what constitutes a correct sentence grammatically and strings several sentences together which might better be separated by certain elementary rules of punctuation. Despite the fact that the language is excellent and pregnant with thought and imagination this weakness in punctuation I regard as a distinct stylistic defect. But punctuation or no punctuation this is an enthralling and stirring book, stirring because it deals not with fiction but with fact. Dr Axel Munthe, a famous doctor, in this book gives us his life-story and it is a life-story of wonderful experiences. One reviewer remarks that "there is enough material in the *Story of San Michele* to furnish writers of short sensational stories with plots for the rest of their lives." This is hardly an exaggeration for the book is full of anecdotal reminiscences of sufficient strength, and colour, and pathos to provide any amount of short-story material. Perhaps the story which

thrilled and touched me most was that of John in Chapters XI and XV with the story of Monsieur Alphonse in Chapter XXV a close second. One of the most exciting sections is afforded by the description of the doctor's experiences in Naples during the cholera epidemic in Chapter XIII followed closely again by the account of what happened in Messina during the great earthquake (Chapter XXVI). Other sections again deal with such subjects as hypnotism, insomnia, colitis and hydrophobia—all fascinating in their wealth of anecdote and none of them really technical—while a delightful philosophy of life and of death illuminates the whole book. It is interesting to note that this autobiography was written by a man in the seventh decade of his life and that here is a mind still clear as bell and a heart made sweet and tender by long knowledge of human weakness and adversity. Of all the books I have so far been privileged to review for *The Modern Librarian* this is by all odds the one I should place highest and recommend most earnestly to the discriminating reader. It is one of those books which you cannot afford to miss, and which you will want to have for your own library shelves, to browse over again and again as the years pass by.

F. MOWBRAY VELTE.

Ranganathan, S. R. Five laws of library science; with an intr. by W. C. Berwick Sayers, 1931. Madras Library Association. 458 pp. Rs. 5

Librarians in India will feel proud at the publication of this excellent book by one of their colleagues. Mr Ranganathan has reduced the entire field of library work into five laws. Under the first law *Books are for use*, he discusses the location, hours and equipment of the library, qualifications and salary of the library staff and the responsibility of the library staff towards the readers. Under the second

law *Books for All* he traces the history of the library movement from ancient times to the present day and tells how the library has been democratised in recent times. The modern library is open to all and contains books for all—men, women, and children, rich and poor, city-folk, and village-folk and also for the blind. People are not only served within the walls of the library but by means of travelling libraries books are also sent to purdah women in their houses to the patients in the hospitals, to sailors and passengers in the ships and even to remote places like lighthouses. The third law deals with securing for *Every Book its Reader*. Under this law Mr Ranganathan discusses the open access system, cataloguing, reference work, publicity, extension work and book selection. Under the fourth law *Save the time of the Reader* he discusses the stack-room, guides, charging methods, working hours for the staff, library location, etc. Under the fifth law *A Library is a growing Organism* he discusses how to make provision for the growth of the library, library planning and schemes of book classification, etc. The book is written in an exceptionally fascinating and lucid style. Mr Ranganathan has skilfully employed the direct method of dialogue for the explanations of hard problems in library science so that laymen can also understand them. From the beginning to the end the book is very stimulating and straightforward. The author's intimate knowledge of intricate problems of library work as well as his enthusiasm for the reformation of libraries in India are evident on every page and testify to his missionary spirit. The book will serve a valuable purpose if it is placed in the hands of library authorities of all public institutions so that they can have a notion of what a modern library can do in the service of its community, if it is properly organised and staffed. The book is quite accurate in facts because it is not only based on standard authorities but

also enriched with the author's personal knowledge and experience of library problems that he has had gathered in the Madras University Library as well as during his library tours in England and America. This book will form a most valuable addition to the scanty literature on library work in India. It is printed on a very nice antique paper and the type is bold and clearly-set.

RA FANCHAND MANCHANDA.

Tate, Dilly (Ed) *Living Authors; a book of Biographies*. New York: Wilson, 1931. 466 pp., illus with 371 photographs and drawings.

Not merely a useful guide to current literature, but a book in which one can browse frequently with both enjoyment and profit is this volume which we can thoroughly recommend to all up-to-date libraries. Containing as it does short biographies and the portraits of about four hundred living authors with brief critical notes on their more significant works it accomplishes with a

very large measure of success a task which I believe to be unique. Necessarily British and American writers monopolize the book which was published primarily for an American public, but at the same time the greater continental writers of to-day are not forgotten. Writers like Mr of Andre Gide, Romain Rolland, Selma Lagerlof, Thomas Mann, and D'Annuncio—to mention just a few—appear in its pages, and are made real to us both by the photographs and by intimate and revealing little biographical details. It is interesting to note, if one is psychologically minded, how clear an index to the nature of a writer's work his or her features, dress, and general appearance afford. Take for example such portraits as those of Carl Sandburg, John Masfield, Ezra Pound, Radclyffe Hall Edith Sitwell, and Don Marquis—how could any one of them look otherwise? This volume is worth every bit of the five dollars for which it is being sold.

F. MOWBRAY VELT.

Magazines Received

Library Review, Coatbridge, Scotland.

Children's News, Delhi.

Public Library Bulletin, New York.

South India Teacher, Madras.

Scientific Indian, Calcutta.

Planters Journal, Calcutta.

State of Minnesota Dept. of Education-Library

Notes and News.

LETTERS OF COMMENDATION

United Provinces Education Department.

Dated, Nani Tal, July 6, 1931.

The question of the educational value of well arranged libraries has been receiving increasing attention in schools and colleges of the United Provinces during recent years; but some of our school and college libraries fall short of what good libraries should be. Their failure is not due to lack of earnest effort on the part of heads of institutions or librarians but rather to the fact that the latter are working in isolation. The Education Department has no ready means of communicating experience from one librarian to another. The "Modern Librarian" supplies a long felt need by giving to all librarians at a trifling cost, the means of sharing the knowledge and experience of others who are endeavouring to make the school or college library a valuable educational instrument. I, therefore, heartily commend the "Modern Librarian" to the notice of all heads of institutions and librarians.

A. H. MACKENZIE,
C. I. E.*Director of Public Instruction,
United Provinces*

Burma Education Department.

From

No. 22227/7. B. P. 1

To

Mr. J. P. BULKELEY, M. A., I. E. S.,
Director of Public Instruction, Burma.

Sir,

The HONORARY SECRETARY,
(Vide list attached)

I have the honour to forward a copy of a Notice in connection with a publication known as the 'MODERN LIBRARIAN' and also a copy of the Subscription Card and to recommend that your Library subscribe to the publication in question. It is a very useful publication and contains hints in connection with the work and functions of Libraries.

I have the honour to be,
Sir,Your most obedient servant,
(Sd).*for Director of Public Instruction, Burma.*

No. 22230/7. BP. 1

Dated, Rangoon, the 15th October 1931.

Copy forwarded to:—

1. The Managing Editor of the Modern Librarian, Lahore, for information with reference to his letter dated the 6th October 1931.
2. Inspectors of Schools and Inspectresses of Schools.
3. Chief Education Officer, F. S. S.
4. Honorary Secretary, Council of National Education,

for Information.
(Sd).*for Director of Public Instruction, Burma.*

The Poetry of Thomas Hardy

S. Mathai, M.A.

To most readers of English Literature Hardy is the author of "Less of the D'Urbervilles" and one or two other novels; to them he is primarily or only a novelist. But he was a poet of no mean parts and a study of his poetry helps us to understand and appreciate his novels better.

The first volume of Hardy's poetry was published in 1898. His last novel "Jude the Obscure" appeared in 1895. With "Jude", his career as a novelist came to an end and from 1898 onwards, that is, with the publications of "Wessex Poems" Hardy, the poet, appeared before the public. His literary career may thus be divided into two quite clear parts: 1871 to 1898, the period of the novels; and 1898 to 1928 the period of the poems, including 'The Dynasts'. Hardy gave more years to poetry than to the novel; and those years belonged to the latter part of his life. Can we not then say that in his own eyes his poetry was as important a part of his creative work as his novels and that it is a maturer expression of his view of life?

It has been said that Hardy is a novelist first and foremost and that his poetry is only the versification of a tired novelist. Undoubtedly Hardy is great as a novelist—he is one of the greatest in the English language. He is the equal of the best of the English novelists in his creation of character, in his power of construction and in the aptness of his expression. Had he written no poetry at all he would all the same have a place among the masters of English literature. His great novels came before his poetry and took possession of the imagination of the world. When, in 1898, the "Wessex Poems" appeared, the English-reading world knew and admired Hardy as a great

novelist; it could not obliterate the memory of the novels from its mind while it was trying to appreciate him as a poet.

And again much of the poetry of Hardy is rugged and prosaic,—especially so, the poems in the earlier volumes. Some of his poems make one feel that Hardy is no poet at all. He seems, generally speaking, to have no sense of the magic of words, their suggestive quality. There are many infelicities of expression. And very often or most often his poetry is the language of logic and prose versified. Further, so many of his poems are short stories in verse; they are so many themes for novels. So that the feeling has grown that the poetry of Hardy only proves that he is a writer of prose and of novels.

But rightly considered his poetry appears to be an essential part of his literary creation. It has its own intrinsic value. And some of the poems show unmistakably that Hardy was as much a poet as a novelist though not perhaps—and here one must confess the possibility of a personal error in judgment—as great a poet as a novelist. The collected poems of Hardy make as large a volume as the collected poems of Milton or Shelley or Keats or any other major poet. His poetry demands consideration for its own sake.

The poems reveal to us an interesting, strong, individual personality. They are by no means idle versifications of trite themes. They throb with feeling and carry the fears and misgivings and bitterness of a man who saw more fully than others and understood more deeply. To look at life very close, means, to one type of temperament, to be full of a sense of the ills of life and the tears of things. And Hardy, with a very pro-

found knowledge of life saw that there was very much evil in it. His novels brought the charge of pessimism against him, and the poems give further occasion for the charge. We shall not, at present, enter into a discussion of Hardy's pessimism. We need only remember that there is much in life that drives all of us to pessimism occasionally and that the best poetry the world over has been tinged with sadness. Hardy has his morbid moments, but on the whole his poetry is a true criticism of life as he sees it. And in it all we see the eye that sees, the mind that understands and the heart that pities. In spite of the few rather wicked poems he has written, one feels that his was a troubled soul, seeking, as a plant seeks for the light, for hope and assurance, and buffeted repeatedly towards melancholy and despair. His genuine desire to share the tranquillity and faith of other men, and his inability to do so are all expressed in the poem called

THE IMPERCIPIENT

(AT A CATHEDRAL SERVICE)

That with this bright believing
band

I have no claim to be,

That faiths by which my com-
rades stand

Seem fantasies to me,

And mirage-mists their shining
Land

Is a strange destiny.

Why thus my soul should be con-
signed

To infelicity;

Why always I must feel as blind

To sights my brethren see,

Why joys they found I cannot find,

Abides a mystery.

Since heart of mine knows not that
ease

Which they know; since it be

That he who breathes All's Well to
these

Breathes no All's Well to me,
My lack might move their sym-
pathies
And Christian charity.

I am like a gazer who should mark
An inland company
Standing up-fingered, with, "Hark!
hark!

The glorious distant sea!"
And feel, "Alas, 'tis but yon dark
And wind-swept pine to me!"
Yet I would bear my shortcom-
ings

With meet tranquillity,
But for the charge that blessed
things

I'd liefer not have be.
O, doth the bird deprived of wings
Go earth-bound wilfully?

Enough. As yet disquiet clings
About us. Rest shall we.

It is surely tragic that a soul should be forced towards the earth when it would soar; but there is no escape from life. Life asserts itself and it forces home the conviction that it is evil. Says he:

Ccomb-Firtrees say that Life is a
moan,
And Clyffe-hill Clump says "Yea!"
But Yell'ham says a thing of its
own:

It's rot "Gray, gray
Is Life away!"
That Yell'ham says,
Nor that Life is for ends unknown.

It says that Life would signify
A thwarted purposing:
That we come to live, and are called
to die.

Yes, that's the thing
In fall, in spring,
That Yell'ham says:—
"Life offers—to deny!"

Not only does Yell'ham Wood say that Life is a poor show; the moon too, questioned by Hardy betrays the same opinion:

What have you looked at, Moon,

In your time,
 Now long past your prime?"
 "O, I have looked at, often looked at
 Sweet, sublime,
 Sore things, shudderful, night and
 noon
 In my time."
 "What have you mused on, Moon,
 In your day,

So aloof, so far away?"
 "O, I have mused on, often mused on
 Growth, decay,
 Nations alive, dead, mad, aswoon.
 In my day!"

"What do you think of it, Moon,
 As you go?
 Is Life much, or no?"
 "O, I think of it, often think of it
 As a show
 God ought surely to shut up soon,
 As I go."

These poems may give one the impression that Hardy progressed from scepticism to pessimism. His poetry does not actually show any such development. To the last he could produce an occasional song of joy in a happy country lilt such as this one:

Lalage's coming:
 Where is she now, O?
 Turning to bow, O,
 And smile, is she,
 Just at parting,
 Parting, Parting,
 As she is starting
 To come to me?

Where is she now, O,
 Now, and now, O,
 Shadowing a bough, O,
 Of hedge or tree
 As she is rushing,
 Rushing, rushing,
 Gossamers brushing
 To come to me?

Lalage's come; aye,
 Come is she now, O!
 Does heaven allow, O,
 A meeting to be?

Yes, she is here now,
 Here, now, here now,
 Nothing to fear now,
 Here's Lalage!

And he never completely lost his balance of mind. His most characteristic attitude is one of tender, wistful observation. The poetic quality and the truthfulness of a sonnet like "At a Summer Eclipse" needs no pointing out:

They shadow Earth from Pole to
 Central Sea,
 Now steals along upon the Moon's
 meek shine

In even monochrome and curving
 line

Of imperturbable serenity.

How shall I link such sun-cast
 symmetry

With the torn troubled form I know
 as thine,

That profile, placid as a brow di-
 vine,

With continents of moil and misery?

And can immense Mortality but
 throw

So small a shade, and Heaven's high
 human scheme

Be hemmed within the coasts you are
 implies?

Is such the stellar gauge of earthly
 show,

Nation at war with nation, brains
 that teem,

Heroes, and women fairer than the
 skies?

Hardy lived in close intimacy with nature; he had a sense of fellow-feeling for the humble creatures of this earth, the birds and the beasts. He loved mankind and he loved nature; but he was aggrieved with God, or the President of the Immortals because the dice are loaded heavily against man and because Life offers—to deny. It is because Beauty and Truth and Goodness are very valuable that Hardy so vehemently deplores the brevity or littleness of these things on earth.

*Library Work with Children

W. C. Berwick Sayers, F. L. A.,

Chief Librarian, Croydon Public Libraries.

This age is peculiarly the age of the child, and librarians, in common with all others who take any part whatever in social work, are growing fully conscious of this fact. The experience of nearly a century in public libraries has convinced us that if we wish to produce adult readers who will make the best use of the literary treasures which are their inheritance, we must teach them to become readers. A body of educationists does not need to be reminded that every child learns to read in the literal physical sense, but between the mechanical facility thus acquired and the art of reading with intelligence, purpose and profit, there is a gulf fixed that is enormous. In short it must necessarily occur, owing to the very short years of life that can be devoted to school, that the great majority of children have, as it were, a key to knowledge placed in their hands, but have no clear understanding of how to use it.

This brief paper is an attempt to show what is being done in England to catch the child at an early age, and to train him as a reader, that is to say, it is a brief account of the work of the junior or children's department of the modern English public library.

There should be a public library service for children; not a place where books are given out to children and forming a very inconsiderable part of a larger library, but a distinct department of the public libraries service, staffed by trained librarians and providing a lending library, a periodicals room, and a reference library for every child of school age. The term "of school age" in England means the child of about five years and the child of fifteen, and all other children that lie

between these ages. When these are counted up in a community it will be found that they form perhaps one-third of the entire population. One-third, therefore, of the public libraries service may be considered a not extravagant allocation for children, although very few libraries give quite so much as this.

The children's library, then, consists usually of a fine apartment in the public library, sometimes there is more than one apartment. It is decorated attractively in colours and with pictures that are intended to remove the official atmosphere. It is furnished with book shelves which do not exceed five feet in height and can be reached by most children easily; is supplied with tables and chairs, again of a suitable height for their young users. On some of the walls there are green baize screens intended to take illustrations and other unframed pictures. One wall carries a lantern screen, and the room is equipped with a magic lantern, and in some rooms there is an epidiascope or a cinematograph.

The stock of the room is divided usually into three, and sometimes four, large divisions. These are:—

1. Books for the youngest readers, picture books, simple nursery rhymes, fairy tales, and other works in large type.

2. Books for the average child of from 8 to 14 years of age containing large numbers of copies of the classics of children's literature, the books which "every child ought to read." In this collection we shall find selections of poetry; the best books which children have been known to read on all subjects, although these books were written in the first

* Sent to the Library Service Section of the first All-Asia Educational Conference.

place for adults; books on hobbies, travel trades, and, in fact this part of the library should be as widely representative as possible.

3. A periodical section containing not only the most refined and acceptable periodicals directly written for children, but also illustrated magazines such as *Punch*, *The Sphere*, *The Graphic*, *The Railway Magazine*, and other ostensibly adult periodicals which all children like.

4. A reference library containing an atlas, *The Children's Encyclopædia*, dictionaries of all languages, the works of the classic poets, the best books on natural history, history proper, bound volumes of the best magazines, and so on. This and the periodical section of the library are for use in the room only.

We have thus a library which in a certain sense parallels the public library service for the adult. In order to make work effectively it must have a special staff. This is the crux of the whole problem. A successful children's librarian acts as a liaison officer between the library and the schools and between the children's library and the adult's library. She should have some training in education, understand children, have powers of attraction, be a sound disciplinarian, and, of course, should have a thorough knowledge of library methods and of literature. She will make contacts with the teachers, visit the schools to discuss how to make the library useful to the children, and will, of course, carry out her main duty in the library itself.

The library should have very few rules but they should be kept implicitly. The library is open at such hours as the school is not working, but not too late at night. Any child is admitted on the recommendation of the head teacher, who is not thereby made responsible for the books the children borrow, but is made aware of the fact that the child is using a library. The books are lent for home reading for fourteen days or any shorter period at the will of the children. If they are retained over this time without notice, a small

fine of one penny weekly is charged, but this may be remitted for good reasons at the direction of the librarian. The only other rules concern the due care of books, the behaviour in the room, and the prevention of the return to the library of books which have been exposed to infection.

A typical day in a children's library shows the children coming in at the lunch interval. Some of them come to the reference end of the library and pursue their school home work. Others, and probably the greater number at this hour, are intent upon reading the magazines at the tables. A certain number who live at distances from the library take this opportunity of choosing books for reading at home. In the afternoon when the schools are in session the room is frequently used as an extra class-room by teachers who bring a class from the schools and pursue a lesson in which they use the books in the library. Sometimes a class is brought and a lesson in how to use library, its catalogues, its arrangement and so on, is given by the librarian.

After school hours the library is open from 4 p. m. until 7-30 p. m., and this time all the reading activities are pursued, but once a week a lecture is given, and on other two evenings it is usual to have a story hour. The lectures are on miscellaneous subjects, but are intended to lead children to read further, and for this reason subjects are chosen which can be followed up in books. The same reasoning applies to the story hours; the stories are sometimes told in series to illustrate classic literature, the great books of the East, and the best literary stories of the world. Sometimes they are readings from books which it is desired to open to the children.

In most library activities the children themselves take part. They cut out illustrations from old books and magazines and mount them to form a large picture collection for use in the schools; they do the simple process of preparing the books and issuing them to their fellows and

they help to keep the library tidy. At Croydon there are about forty helpers amongst the children who work regular hours in each library.

All holidays are celebrated by special talks and story hours, and at Christmas a whole series of talks lasting a week deal with the Christmas festival, for which the rooms are very brightly decorated. Other activities include a stamp club, a junior dramatic society, parties at the New Year, reading circles and exhibition, and other things are tried from time to time.

What practical results have accrued? Such libraries have been in operation at Croydon, the town that I know best, for ten years. During that time the average number of children using the libraries have been 16,000 per annum, and each year a number of them are transferred to the adult libraries. When I say that in the year 1919-20 the number of books issued from the Croydon Libraries as a whole was 583, 971, and in 1929-

30 it was 1,553,840, it will be seen that the number of readers in Croydon has increased enormously. Population, of course, has increased somewhat, but in nothing like the proportion that the use of books has increased, and I attribute much of the increase to the rapid development in those years of library work with children.

In summary: Library work with children ought to be the foundation of all other public library work. It must be done in rooms which make appeal to the best in the children. The books must be selected with extreme care, and only after examination. The work must be placed in the hands of the librarians who devote themselves to children, who understand them, and who believe in their mission. I believe that the library for the child is one of the most significant things in the education of children in the twentieth century.

Kabir.

[After reading Sir Rabindranath Tagore's English translation of Kabir's poems]

KABIR, thy life was like thy songs,
a song
Attuned to "Unstruck Music" bloom-
ing white:
Yea, like thy mystic Lotus, whose
delight
Is known but to the pure, thou
dwelt among
Thy fellow men, diffusing fragrance
all along
Thy path, and teaching them to
see the bright
Effulgence in their hearts o'er which
each rite
And form of creeds a curtain black
had hung
Blind rancours, born of hollow
shams, clash now,
As wish to bury with the wish to
burn

Clashed o'er thy bier. Oh, reappear
and bid
Us cast the shroud from off our
hearts and learn
To share the petals of the Lotus
hid
Beneath, transmuting hate to frag-
rant love.

T. W. L.

Note.—It is related that after Kabir's death his Muslim and Hindu disciples disputed the possession of his body, which the latter wished to burn and the former to bury. While they were still disputing Kabir appeared to them and bade them lift the shroud from his bier. They did so and found in the place of the corpse a heap of flowers, half of which were buried by the Muslims at Maghar, and half burned by the Hindus at Benares.

(*Statesman*).

Biographies—*their evaluation.*

A. K. Siddhanta, M.A., S.T.M. (Harvard).

Dr Hocking, the well-known American philosopher-educationist, who as the Chairman of an Educational Commission has recently been visiting various University centres of India, spoke in an Indian college-town to the effect that the last great world-war brought one of the most significant changes in student life in the Occident: namely, the modern Western students, especially so in his University (Harvard) are showing greater interest in deep cultural studies. Our Indian students too have been passing through a great change but this may not always be interpreted as one leading to deeper studies. The Indian student has become more and more interested in humanistic studies though unfortunately the philosophical grip is loosening in many centres of thought in modern India.

In common however with his occidental brother, the Indian student and reader has developed a taste in such humanistic studies as Biographies and Autobiographies. The development of this taste is due partly to the current mob-mindedness of modern man—minds which relish in outstanding figures, who could rule over their minds and it is partly due also to a sort of reaction of modern minds over the past when philosophies of a peculiarly abstract sort ruthlessly ruled human destiny,—philosophies which can no longer go with modern time-spirit. Whatever be the reason, it is a fact that the Indian reader of to-day loves to read on great lives; but the Librarians in India do not always see this demand. Even if they see, they cannot always select the best books. Indian authors or editors also have not yet discovered the pres-

sure of this demand. They write on lives in old-fashioned style and wonder often why people do not read them.

Biographical writing has passed through definite stages as is the case in all other forms of Art and Literature. In the past, biographical stories concerned themselves with kings or persons of rank: the personal stories of old deal mostly with man of rank and power. To-day, with the coming of a democratic taste, the lives of leaders in any walk of life are being recorded. Modern Xenophons do not write of a modern Cyrus, the Plutarchs of to-day do not take figures comparable to those of ancient Greece and Rome. They devote their talents and energies at present to obscure scientist-martyrs, inventors, social reformers, educationists or humanists. Napoleons and Kaisers have given places to Gandhis, Jane Addamses and Masaryks.

With this new stress on democratic lives, biographies are becoming more popular and with their growing popularity the quality of the production is also improving everyday. This leads us to the ideals of a true Biography. A biography needs to be *true to life*. Someone truly said that the aim of a biography should be to tell the story as the actors or heroes underwent it. The aim of a biography is to define a personality clearly—to represent that life so perfectly that it is recognised as one. Good English biographies on Indian lives are rare; but Professor Geddes' writing on Dr J. C. Bose is more or less a true representation, whereas Mr Thompson's Rabindranath Tagore is not so. The writer for example, cannot exclaim after reading Thompson's book as he can do in the case of the former

"This is the man I know as he lives among his fellows." Some writers unfortunately concentrate on the age or community rather than on the man concerned. A biographer's access to sources is an important equipment. A personal acquaintance as of Boswell's with Johnson, of Lockhart with Scott, of Geddes with Bose, reproduces sometimes an intimate picture. Yet personal acquaintance is not always essential. Romain Rolland wrote the masterly life of Mahatma Gandhi without personal acquaintance whereas Thompson in spite of intimate acquaintance gives a distorted picture of Tagore.

True representation alone will not make a biography acceptable to the reader. He will ask the Librarian if the book is interesting. In India most of the biographers present a mere skeleton of dates and actions; there is no life blood in the style of presentation. This leads us to the second requirement of a biography, *i. e.*, *Dramatic Effect*. Not only should the portrait of the man be accurate but it should also be rendered as dramatically as possible. This implies a careful selection of material, a proper balancing in its use and a well-regulated design in its arrangement. Some of the qualities of a good short story writer, namely, suspense, climaxes and denouements are to be adopted by good biographers. The writer of the story of Joseph in the Old Testament (Genesis Ch. 37, verses 39—7) follows this method. The doyen of modern American biographers, Gamal el Bradford¹ or the well-known English writer, Lytton Strachey² follows this dramatic method. They know how to present a definite picture through proper arrangement and selection. It is some-

times called the keynote method. The followers of this method know how to add, through his style of presentation, the flesh and blood to the skeleton of dates and action.

Letters, Journals and diaries are fruitful sources for the biographer. From these he can discover the distinctive extract which helps to prove his point. If, however, he is careless he will have his pitfall. The two distinct modes of a *biographer's pitfall* are (a) 'misuse of letters' and (b) 'distortion' of materials.

(a) As regards the use of letters, Leslie Stephen remarks (in regard to Letters of the Brownings.) "The sense that so intimate a set of letters should not be laid bare to the public has been gradually overcome by the perception of their singular charm" (quoted in Drury's "Book Selection" p. 83.) This is a very unjustifiable demand. In the name of candour, one has no right to risk the reputation both of the biographer and of the subject. The biographer has an ethical obligation to the character concerned as well as he has his duty to the public. A biographer who caters mainly to the vulgar herd by injecting a bit of gossip here or a piece of scandal there is no artist.

(b) Distortion is another pitfall of the biographer. There are some who idealise the character; they overstate the virtues of the character and put things in too favourable a light. Again there are others who go to the other extreme and betray prejudice in their treatment. It seems Froude writing on Carlyle betrayed this last tendency. The biography should also not be exploited for proving a pet theory of the author or to controvert a current tradition. The true biographer is a reliable writer and he can be so only when he shows his discretion maintaining balance and proportion.

(1) Author of "Portraits of Women" (1916), "Damaged Soul" (1923), "The Soul of Samuel Pepys" (1924), "Bare Fools" (1924), "Darwin" (1926), "Daughters of Eve" (1930), "Quick and the Dead" (1931).

(2) Author of "Eminent Victorians" (1918), "Queen Victoria" (1921), "Elizabeth and Essex" (1928), "Portraits in Miniature" (1931).

KINDS OF BIOGRAPHY.

There are two main types of biographies according as the treatment is subjective or objective. All autobiographic writings are included in the former and the biographic one included in the latter class.

(i) The *autobiography proper* such as Benjamin Franklin's "Autobiography," Booker T. Washington's "Up from Slavery," Maharshi Devendranath Tagore's "Autobiography" or Grenfell's "A Labrador Doctor" or Gandhi's "Experiments with Truth"—each presenting the truth as the subject himself sees it—; the *Letters* which reveal intimate glimpses of the writer's thought and feelings—for example, famous letters of Lord Chesterfield, Lady Montague, Charles Lamb, Rabiindranath Tagore, (still untranslated), Walpole, Page and so on—; *Confessions and Meditations* such as confessions of St. Augustine and Rousseau and Cardinal Newman's *Apologia* or Journal of Marie Bashkirtseff; *Diaries and Memoirs* such as those of Xenophon, Cellini, Pepys, Amiel, or Thoreau; *Books of Travel* especially of such self-revealing travellers as Marco Polo, Cook, Stevenson, Count Keyserling;—all these belong to the subjective group—more or less.

(ii) The Biographic writings include:—

(a) The *Individual Biographies* of the objective type such as Boswell's "Johnson," Carlyle's "Cromwell," Southey's "Nelson" "Pasteur" by Vallery-Radot, Maurois' "Ariel" (a study of Shelley) Abbot's "Napoleon."

(b) *Collective Biographies* which group lives by types of careers, by subject or by character. For example, Plutarch's *Lives*, Johnson's "Lives of the Poets," Mrs Oliphant's "Makers of Florence," Gamaliel Bradford's "Damaged Souls," "Bare Souls" or his last volume (1931) "The Quick and

the Dead" wherein he deals with seven great world figures.

(c) *Biographical Essays* which arose out of the author's presentation from a special angle of vision: For example Macaulay's "Essay on Milton," Emerson's "Representative Men" or Carlyle's "Essay on Burns."

(d) *Biographical Poetry* which reveals the innermost thoughts and feelings of a man as in Tennyson's "In Memoriam." And finally the

(e) *Literary Portraits* which are like pictures in prose. For example, Mrs Gaskell's "Charlotte Bronte" or Barrie's "Margaret Ogilvy."

Before we finish let us say few more words on the Individual Biographies. These vary greatly in (a) scope and (b) in the point of view. As regards scope we know that some biographers present a complete picture of the life concerned, others only partially; a few give, in the name of Biography, only a brief biographical notice or present a study of only one aspect. Individual Biographies also vary in the point of view, depending on the historical, sociological or psychological approach. The historical and sociological aspects may be found in the Lives of almost any ruler, administrator or statesman, as Napoleon, Lincoln, Garibaldi or Bismarck. The psychological aspect is a recent development and may be well illustrated in Gamaliel Bradford's *Psychographs*—those valuable studies which have appeared in Atlantic Monthly during the last ten years and which have been incorporated in some such volumes as "Bare Souls" (1924) or "The Quick and the Dead" (1931). Maurois' "Ariel" (a study of Shelley) or Vallery-Radot's "Pasteur" are also apt illustrations of psychological presentations.

It needs to be stated in conclusion that a Biography, be it a subjective or an

objective study, can be called good if the author applies concretely the values of accuracy, dramatic effect, life-likeness, a worth-while character to portray, a vital style, access to sources and finally, sympathy and enthusiasm for the subject.

If Boswell, Lockhart ("Scott,") Carlyle ("Cromwell,") Stanley ("Arnold,") or Southey ("Nelson,") in the past centuries approached nearer perfection in this respect, Gamaliel Bradford in his inimitable Psychographs is a master writer of the twentieth century.

It is a pity that English Journals in India do not encourage this line of writing. Whereas first rate vernacular journals like "Prabasi" by Ramananda Chatterji do occasionally present Biographical studies, the English journals rarely attempt such themes. Of foreign journals, the Atlantic Monthly of America is perhaps the only English journal which recognises the value of such contributions. In 1931 about half a dozen brilliant Biographical studies were printed in this journal each written in masterly style by a man like Bradford or William Rothenstein.

(Continued from page 62.)

Journals dealing with science, health, housekeeping, trade and commerce, industry, engineering, etc., educate specialists in the respective subjects as well as laymen who are interested in the particular fields. Up-to-date investigations are embodied in the highly technical journals for the use of the specialists.

Advertisements of household articles, foods, merchandise, other industrial and agricultural products, etc., afford education to the people on a tremendous scale. Good periodicals do not take advertisements of articles unless the latter are tested and approved by competent authori-

We hope Indian Journals will help their readers and writers in this respect.

—o—
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ties in the respective business. For example, those things which are advertised in Harpers, *Good-Housekeeping*, and McCall's Magazines (each having a circulation of 2 millions) are relied upon by housewives because of the great care taken by the publishers in sifting the advertisements. This method has led to the production of high quality goods by the manufacturers. Even the poorer people nowadays get food and things of good quality on account of it. The vocation of advertising has become a respectable and remunerative profession and good advertisement is an education by itself.

(Mysore Economic Journal)

The College Library

Ratanchand Manchanda

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I. THE LIBRARIAN.

The library is the intellectual and inspirational power-house of the college community. It is the heart of the college and the laboratory of its scholars. It is the pool where both the teachers and the taught quench their thirst for knowledge. The deity presiding over this part of the institution must, therefore, be a scholar, a man of wide-culture, and well-trained in his work. College librarians in India are usually considered "mere clerks" as is shown by their salaries and hours of their work. In the Punjab there are working in almost all college libraries university graduates with about a year's training in library work at the Punjab University Library Training Class. Still they are of the rank and file of clerks and not of teachers. The status of a college librarian should be measured by the same standard as that of his teaching colleagues. In an Indian college no man as a rule receives his appointment on the teaching staff unless he possesses the Master's degree. The librarian who starts in the service of the college should be on the same level as regards his qualifications, salary and hours of work with the young teacher starting at the same time in the same college in the lecturer's rank. I do not for a moment forget the splendid work which has been done in the library world by some of the librarians who never had an advanced college education. Their earnest work has done a good deal in raising the status of the librarians. Personally, I do not value much these university seals. Knowledge and culture are not bound by them. Men and women who have flown the highest in the intellectual spheres generally have had no such university

stamps put upon them. Unfortunately, in our country where the percentage of literate men and women is very small much stress is laid upon the university degrees. But with the advance of education, however, their value will decrease and more importance will be laid upon one's knowledge, experience and efficiency of work rather than upon such artificial intellectual enclosers. But it is not my intention to discuss this subject here. In order to raise the librarian to the same level with his teaching colleagues, it seems necessary that new appointments of college librarians must be made on an equal footing with those of college lecturers. The new college librarian must, therefore, possess a Master's degree in addition to his library training. He should start on the same salary as the young lecturer does and his hours of work must be reduced in order to give him enough time for study.

In some colleges, however, a member of the teaching staff is appointed as librarian and the real librarian is called the assistant. The so-called librarian is simply to sign the bills and to report the progress of the library to the college principal. He has no library training and does not do any real library work. Such a librarian is sometimes a hindrance. When men of high education, culture and scholarship will be appointed to do the actual library work it is then and then only that the librarians here will do more useful library work than classification, cataloguing and charging books, which are mainly the mechanical side of the librarian's work, but are empty and of not so much value. The librarian is the mentor of both the professors and

students who come to him with their endless questions on every subject concerning their courses of study and general information. The college librarian should have the education and ability to possess himself with a thorough acquaintance with the sources whence such varied information can be obtained so as to be able to point the road which the inquirer must take to secure correct answers to his queries, if he is unable to furnish the full information required. The college librarian, therefore, should not only be competent to adapt the best technical methods to the arrangement of books and their circulation but competent enough to instruct its pupils to make the library books of incalculable value. He should be full of sympathy with its students and capable enough to help, advise, aid and assist. His special subject of study should be the same which predominates in the college curriculum. The foreign language as a medium of study and instruction in India is a great handicap which makes all the more necessary for the college librarian to possess at least the Master's degree or have an equivalent study. Investment made in employing a librarian as described above in a college will return a high interest of work for the whole of the college faculty.

II. SELECTION OF BOOKS

In the college library, books are purchased in all fields covered by the college curriculum, as well as books for the recreation and general information of the students. The chief aim is to make a good working library for all sections of the college work. For the selection of old books the librarian should have at his desk as many guides to the selection of best books as he can purchase dealing with the subjects in which the college makes purchases. New books are selected from publishers' lists. Frequently they are ordered without having actually seen the book or its review by a person who has read it.

The actual book when it arrives proves a disappointment and an extravagance. It is, therefore, the duty of the librarian and the faculty members to keep in touch with book-reviewing periodicals. They may be read at the public and university libraries if the college library does not subscribe to many.* The faculty members should be provided with the blank order cards.* On the order-card the recommender should give the following information about the book he is recommending:—

Author, title, year of publication, edition, vols., place of publication, publisher, price and the name and date of the periodical from which he has read the review of the book and his own name. The card is forwarded by the faculty member to the head of his department who passes it to the librarian if he considers the book is really useful. The librarian co-ordinates the order-cards from departments, restrains the over-zealous, fills in gaps and omissions and supplies the library on the subjects not represented in the curriculum. Recommendations from students sometimes disclose gaps in subjects on shelves and frequently bring to light desirable items to be ordered. The librarian should make a point of informing every suggestor whether his recommendation is accepted or not. He should give book suggestors' first chance to borrow the works they recommended.

Books recommended for study for the university examinations and other books which are in constant demand at all times should be duplicated or triplicated according to the demand. The librarian should provide books that his library may be the means of helping students to teach themselves also in the subjects which are not taught in the college, but which are necessary to equip themselves for life. † Smiles' books,

* Order-cards can be obtained from library supply houses. Librarians can get them printed locally. I shall be glad to forward a sample copy to any librarian who applies for it.

† Smiles, Samuel. Duty; Self-help; Character; Thrift and Life and Labour. London: John Murray,

Marsden's Architects of Fate; Todd's Students' Manual (Routledge) and some other books of the kind must be on the shelf of every school and college library. There must be also some good novels, both classics and those by modern authors like Tagore, Galsworthy, Wells, Hardy, etc. Take care that demoralizing books, however popular they may be, and however much they may be wanted by the students, should in no case be purchased.

The librarian should visit bookshops occasionally. He may order on approval and send to the heads of departments for advice. In the case of books approved an order may be given. There is sometimes a difficulty about prices of foreign books as some local dealers demand higher prices.

III. ORDERING, ACCESSIONING AND BINDING OF BOOKS

Ordering.—Indian books are generally ordered through local booksellers who supply the books at the listed prices. Foreign books may also preferably be ordered through local booksellers, if they get you the books by post and confine themselves to the discount they get from the publishers or the agents and do not charge higher than the exchange rate. In case the services of local booksellers are not satisfactory books may be ordered through a foreign agent. The order must be supplied quickly and economically. The agent should be required to send books by post. Small shipments of parcel post are very satisfactory and transportation cost is not very much. No library should hesitate to order books from abroad for fear of difficulty in making payment of bills. Foreign drafts can easily be secured from local banks. In places where there are no banks British postal orders could be obtained. The agent or the bookseller either gives ten per cent or more discount and charges postage or gives no discount and also does not charge postage. In our college we are

getting books through * Students' Bookshops which supply books at market prices by parcel post. Neither is postage charged nor discount given and orders are supplied very promptly.

Foreign periodicals like foreign books may also be ordered either through an agent or direct from the publishers. Getting them through an agent is a cheaper source because agents generally give a discount on the published prices. Bills are received every year and confirmation for renewal is asked for. Credit notes are given when a periodical is forbidden to be discontinued during the year. But some librarians consider it more satisfactory to order periodicals direct from the publishers.

Accessioning.—When the books arrive, they are collated with the order-cards and the bill to see that they are what were ordered, that the price is right, and that the book is complete and in proper condition. Then, if, correct, it is immediately entered on the accession-book and the accession number is written on the book and the invoice. If incorrect or imperfect it shall not be entered and the matter is reported to the sender. From the accession book it is possible to ascertain all facts about the total number of volumes the library owns, as well as the number of volumes added and withdrawn. The old large-sized accession-book has been replaced by the condensed accession-book. This in turn is being replaced by loose leaf accession sheets. These sheets can be typewritten. They are filed in a binder as they are written up and later on bound in a book form. Order-cards are sometimes filed as shelf-list cards by adding the call and accession numbers. If new shelf-list cards, are made, order-cards can be used as notification cards, stamping upon them, "This book has come" and returning them to those who originally recommended the books. Every issue of a periodical is entered

* Students' Bookshops, Ltd. 130, Tottenham Court Road, London, W.1.

on the periodical record cards. There are two kinds of record cards available at the library supply houses: (1) those with thirty-one squares for recording dailies and weeklies, (2) those with twelve squares for recording monthlies and quarterlies. Claims may be made from the publishers for such numbers as have not been received.

Binding.—There are three kinds of books sent to the binder: rebinds, unbound books, and periodicals. Books requiring repairing are repaired by the dufftri, if he capable, or those are also sent to the binder. But it is always advisable that the dufftri must learn, if he does not know how to do the mending and repairing work which is occasionally required to be done in the library. In case of new books, they must be bound before they are placed on the shelves. There are three kinds of bindings made for the library. Cloth bindings, half-leather bindings, and paper bindings. All ordinary books which are required for circulation are cloth-bound. Half-leather bindings are costly and generally done in the case of valuable books. Paper bindings are done in the case of all books and pamphlets which are not much in circulation and are likely to have a heavy wear. Paper bindings are very cheap. Light card-boards are pasted inside the covers and are attached to the body of the book with a cloth back.

IV. CLASSIFICATION OF BOOKS

A copy of the Dewey Decimal Classification scheme should be obtained. I give below a broad glimpse of the scheme for the reader.

000 General Works

- 010 Bibliography
- 020 Library science
- 028 Books and Reading

100 Philosophy

- 130 Psycho-analysis
- 150 Psychology
- 160 Logic
- 170 Ethics
- 180 Ancient Philosophy
- 190 Modern Philosophy

200 Religion

- 210 Natural Theology
- 212 Theosophy
- 215 Religion and Science
- 218 Future Life
- 220 Christianity
- 291 Mythology
- 294 Hinduism
- 295 Parseeism
- 297 Mohammadanism

300 Social Sciences

- 310 Statistics
- 320 Political Science
- 330 Economics
- 331 Labour and Capital
- 332 Money and Banking
- 335 Socialism
- 336 Taxation
- 337 Tariff
- 338 Products. Prices
- 340 Law
- 341 International Law
- 350 Administration of Government
- 352 Municipal Government
- 355 Military Science
- 368 Insurance
- 370 Education
- 374 Self-Education
- 378 Colleges and Universities
- 380 Commerce
- 390 Manners and Customs
- 398 Folklore

400 Language

- 420 English Language
- 425 English Grammar
- 428 "Learning English"
- 430 German Language
- 440 French Language

500 Science

- 510 Mathematics
- 511 Arithmetic
- 512 Algebra
- 513 Geometry
- 520 Astronomy
- 530 Physics
- 537 Electricity
- 540 Chemistry
- 550 Geology
- 551 Physical Geography
- 570 Biology

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| 580 Botany | 750 Painting |
| 590 Zoology | 760 Engraving |
| 600 Useful Arts | 770 Photography |
| 608 Inventions | 778 Moving Pictures |
| 610 Medicine | 780 Music |
| 612 Physiology | 790 Amusements |
| 613 Good Health | 796 Outdoor sports |
| 613-94 Eugenics | 800 Literature |
| 614 Public Health | 808 Rhetoric |
| 620 Engineering | 820 English Literature |
| 621 Mechanical Engineering | 821 English Poetry |
| 628 Sanitation | 822 English Drama |
| 630 Agriculture | 822-33 Shakespeare |
| 634 Fruit culture | 824 English Essays |
| 635 Vegetable Gardening | 825 English Orations |
| 637 Dairying | 827 English Humour |
| 640 Home Economics | 830 German Literature |
| 650 Business. Communication | 840 French Literature |
| 651 Office Equipment and Methods | 900 History |
| 651-7 Business Correspondence | 910 Voyages and Travel |
| 652 Typewriting. | 914-2 England. Travel |
| 653 Shorthand | 914-3 Germany. Austria. Travel |
| 657 Bookkeeping. Accountancy | 914-4 France. Travel |
| 658 Business Methods | 914-5 Italy. Travel |
| 659 Advertising | 914-7 Russia. Travel |
| 660 Industrial Chemistry | 914-94 Switzerland. Travel |
| 670 Manufactures | 914-96 Turkey. Travel |
| 680 Mechanic Trades | 915-1 China. Travel |
| 682 Blacksmithing | 915-2 Japan. Travel |
| 684 Furniture | 915-3 Arabia. Travel |
| 685 Shoemaking | 915-4 India. Travel |
| 686 Bookbinding | 915-5 Persia. Travel |
| 687 Tailoring | 916 Africa. Travel |
| 698 Painting | 917 North America. Travel |
| 700 Fine Arts | 918 South America. Travel |
| 710 Landscape Gardening | 919-4 Australia. Travel |
| 716 Flower Gardening | 919-8 Polar Regions. Travel |
| 720 Architecture | 920 Collective Biography |
| 730 Sculpture | (or B) Individual Biography |
| 738 Pottery | 921 Ancient History |
| 740 Drawing | 942 English History |
| 746 Art Needlework | 954 Indian History |

(To be concluded in the next issue)

Education through Newspapers.

K. N. Kini, M. A. (Hons.), A.M. (Columbia).

Among the non-academic agencies that educate public opinion and furnish interesting and useful information to the people at large in the United States of America, newspapers and magazines occupy the highest place. A love for reading these publications is fostered in children from the first grade. For every grade or class from the very first, enterprising firms have devised newspapers in very simple language giving those matters in which young children may take interest. At the end of the reading matter there are simple questions for them to answer as "Yes" or "No" and the children can themselves check later to what extent they have grasped the reading material. Comprehension in silent reading is tested in this way easily.

As pupils become older, they are taught to take interest in ordinary newspapers and journals. In every class there is a notice-board where cuttings from daily newspapers and important magazines are pasted for the edification of the pupils. Habit of gathering information in this way is thus cultivated and self-reliance is taught. As the young pupils become adults, they only continue the habit of reading publications and cannot thereafter do without them. Literacy being very high among the people, newspaper reading is going on on a tremendous scale. Even small towns have their own newspapers. Fairly good-sized high and elementary schools have their own printed or cyclostyled magazines. University students have regular departments for conducting their own daily, where news and criticisms regarding university work are offered.

The country of 120 millions of people maintains about 22,000 publications, of which 2,000 are daily newspapers with an aggregate circulation of more than 45

millions (morning and evening editions) and of nearly 27 millions on Sundays. Some of the best dailies have between five hundred to eight hundred thousand daily circulation. Politics, Religion, Social Affairs, Economics, Commerce and Trade, Education, Amusements and Recreation, Fashions and Dress, Household Crafts, Marriages, Divorce, Crime, Corruption, in short, every field of human activity is touched upon or discussed or propounded. Eminent authorities in special field and cultured laymen take delight in contributing articles for the purpose of educating the public and they are well paid for. In the U.S.A. it is estimated that about twenty thousand authors live mainly by contributing articles to newspapers.

It is said that the modern newspaper, in its efficiency, its broader outlook and its ideals of public service, is far superior to the journal of former days and gives greater public service because of the absence of the personal factor and because of facilities for disseminating news. The journalists are exhibiting wider vision and greater understanding. They hold a highly respected position in society and mould people's opinions and tastes. On account of the importance of the journalists' profession, schools of journalism have been started to provide systematic training to those who plan to enter the field.

While every kind of journal is important to the educator, publications dealing mainly with problems of education, that is with educational investigations and educational beliefs and aspirations, are of the utmost utility to him, and happily the U.S.A. has hundreds of them wherein educational topics are freely and frankly discussed.

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Cataloguing of Juvenile Books.

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Introductory: the need and importance of Cataloguing. A good catalogue adequately and properly compiled is absolutely essential for a library. It supplements and completes the work of classification. Without it the vast collections of a library are practically lost and useless. As Carlyle puts it, "A big collection of books without a good catalogue is a Polyphemous with no eye in its head." But, unfortunately, little heed has hitherto been paid to this vital subject by librarians and library trustees even in the pioneer institutions of the country. Cataloguing is not so simple a job as it is generally supposed to be by the uninitiated. It is not simply putting the books in rows on the shelves. The slipshod and unsystematic cataloguing is no longer acceptable.

The juvenile catalogue demands still greater attention on the part of the cataloguer. It requires a combination of the technique of cataloguing with a knowledge of literature as it is written for children. The child, having no background of experience, cannot classify material for himself. He has wholly to depend upon the catalogue. It must, therefore, be much more an instrument of instruction than is the catalogue of adult readers, by showing how subjects are related. Simplicity should be the watchword in cataloguing children's books, and uniformity with the adult catalogue should be maintained throughout to enable the child in after years to pass from the use of one to the other without confusion.

Form and function of a catalogue.

The catalogue is an index to the printed contents of the library. It should index all the authors of the books in the library, and the titles as well. It should answer clearly, fully and concisely such

questions as these: "What books has the Library by Hans C. Anderson? Have you anything on amusements? Is there a copy of Indian Fairy Tales?" "What books in the Library has a particular person edited, translated or illustrated?" Various styles of catalogues have been devised to answer all these questions with the least trouble and loss of time to the readers. The best is known as the dictionary catalogue. It consists of an arrangement of author, subject and (to a limited extent) title entries in a single alphabetical sequence and is by far the most popular form for children's use. Another facility in using card catalogue is that it allows of endless intercalations. Each entry appears on a separate card; in other words, each entry is a unit which can be shifted and sorted into any arrangement.

Essential requisites for handwritten cards. The first and most important requisite in writing cards of a catalogue is a good and stereotyped library handwriting. Let your writing be round, clear, of fair size and above all, free from flourishes. Always use some standard ink and lined cards for your catalogue.*

Author entries. When making your Author Card always begin on the top line with the author's surname followed by his forenames, *out* at the first or Author Indention. In case no author is given and an editor, compiler or translator is responsible for the work then make the main entry under editor, compiler or translator adding the abbreviation Ed., Comp., or Tr. after his name according as the case may be.

*Nowadays there is a tendency to get the cards typed or printed. For typing cards, use the Remington Typewriter No. 6, Noiseless which is the best for library purposes.

Begin the title on the line below the author entry, setting *in* at the second or title indentation. Omit the initial article of the title and capitalize the first letter of the next word of the title. Give the title pretty fully on this card. Mention of the illustrator's name on the Main Card is most essential in a Children's Catalogue.

Example:—

Steel, F. A.
Tales of the Punjab
told by the people. Illus. by
J.L. Kipling. 1927.



Titles entries. Children usually forget the author and remember the titles only. To meet their demands, make as a rule, title cards for all the story books and also for those non-fiction books which have striking titles. For these cards make your title as brief as possible. Begin your title entry on the top line with the initial article omitted, setting *in*, at right vertical line, or, that is to say, at the second, or title indentation. Give the date but omit all mention of the editor translator, etc. On the line directly below that give the author's surname only, beginning, at the author indentation.

Example:—

J 398 S 71	<i>Tales of the Punjab. 1927.</i> Steel.
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Illustrator, and Editor cards. For these cards begin with the surname of the ILLUSTRATOR, EDITOR, OR TRANSLATOR followed by his forenames and the abbreviation illus., ed., or tr., as the case may be, on the top line of the card, at the title indentation. On the

line below give the author's surname only beginning at the author indentation. The title follows the author on the line below as usual.

Example:—

J 398 *Kipling, J.L., illus.*
 Steel.
Tales of the Punjab
told by the people. 1927.



Anonymous Classics:—Some classic works, such as Epics and national folk tales by unknown authors, have appeared under various forms of titles, either in the original or by adaptation. To enter them under the first word of the title would result in the scattering of editions. In such cases the A. L. A. gives the following rule:—

“Enter Epics, national folk tales and the like under the English name by which they are known and refer from the other names.”

Example:—

J 398 | *Jatakas.*
 J 35 | *Jataka tales out of*
 | *all India, told by Margarite*
 | *Aspinwall; illus. by Arnold Hall.*
 | *1927.*



Treat the Koran, Vedas and other similar sacred books in the same manner.

Subject entries. Subject cataloguing is essentially vital, and at the same time, the most difficult part of cataloguing. Use your judgment and common sense when making your selection of subjects. Always choose only those headings that most closely express the subject or subjects to be brought out and stick to your choice once made so that the same heading may be used for all books of similar

contents. Always try to use simple terms to express your headings, but be not so simple as to sacrifice the standard. The grouping of material by form and special use as Myth, Plays, Poetry, Legends etc., is another requisite demanding special attention of the cataloguer. "Many headings which appear as subject in the adult catalogue become form or group headings when used in the catalogue for children. While the adult reader studies mythology and folklore, the child reads Myths and Fairy Tales." Mann.

When making the subject card; begin on the top line, *in*, at the title indention and write your heading always in red ink. Leave one line blank and on a new line, out at the author indention give the surname of the author only. On a new line again, beginning at the title indention, give the title of the book with as much fulness as it appears on the main card.

Example :—

J 910	Geography
H 65	Hill ver. Child's geography of the world with many maps and illus. by M.S.W. Jones. 1929.

The major portion of children's literature usually consists of legends, myths, sagas, fables, folklore and fairy tales, etc. The catalogue should, therefore, have a clear conception of the true significance of these headings. Legends and myths must be defined and fairy tales, Sagas and folklore must be grouped under their correct headings.

Ofttimes the non-fiction workers are treated in the story form, the object being to make the subject interesting and readable to the young readers. Such books should be given their true subject headings

using the word "Stories" as a form heading.

Divide a subject in the catalogue into as many groups as is necessary to show the form of the material listed under it. Take for example the subject "Birds"; all the books giving accurate facts about "Birds" are listed first; next list the poetry of Birds and after that the stories, that is Birds, Birds-Poetry and Birds-Stories. In fact poetry and stories may be used as form sub-divisions under any subject when it is desired to emphasize these forms. *Description and Travel, Exploration, Folklore, Geography, History and Manners and Customs* may similarly be advantageously used as sub-divisions under any place name.

Example :—

J 398	India-Folklore
S 98	Swynmerton Romantic tales from the Punjab with Indian night's entertain- ment. 1908.

Subject Analyticals. "A Juvenile collection is usually made up of comparatively few titles and it is therefore necessary to make the most of these few by analysing each one. These books are of a composite nature, they treat of many minute subjects all of which may have some bearing on a larger subject but such books cannot be covered by one or two general headings; each chapter must be analyzed if the varied information is to be made available and the catalogue must become in a measure an index to juvenile material" (Mann).

The extent to which this analysis should be carried must be determined by each Librarian with the needs of his own constituency in view. Extensive analytical work may seem costly at first but it is well paid in the long run.

The following will serve to illustrate the way the analytic entries are made.

J351.7	Mines and mining
P. 79	see p. 139-155 of
Price.	Land we live in ;
	the boys book of conservation.
	1911.

A concise list of subject headings selected and adopted from Mann's Subject Headings for juvenile Catalogue is given below. New headings may be added according as the need is felt for them.

Adventure.
 Airships.
 Amusements.
 Arithmetic.
 Aryans.
 Asia—Description and travel.
 Astronomy.
 Athletics.
 Bible.
 Bicycles and bicycling.
 Biography.
 Birds.
 Boats and boating.
 Bookbinding.
 Books and reading.
 Boy Scouts.
 Business.
 Carpentry.
 Character.
 Cheerfulness.
 Chemistry.
 China.
 Citizenship.
 Civilization.
 Clothing.
 Commerce.
 Conduct.
 Cooking.
 Country life.
 Courage.
 Dogs.
 Drawing.
 Electricity.
 Engineering.
 England.
 Ethical stories.
 Fables.
 Fairy tales.

Farming.
 Flowers.
 Games.
 Geography.
 Handicraft.
 Heroes and heroism.
 History.
 Honesty.
 House-keeping.
 Hygiene.
 India.
 Industry.
 Inventions.
 Japan—Folklore
 —Manners and customs.
 Koran.
 Legends.
 Mahabharat.
 Manners.
 Manners and customs.
 Manual training.
 Mechanics.
 Moving pictures.
 Myths.
 —Greek and Roman.
 —Hindu
 Natural history.
 Nursery rhymes.
 Occupations for children.
 Outdoor life.
 Paper work.
 Patriotism.
 Physical education.
 Physical geography
 Physics.
 Physiology.
 Picture-books.
 Plants.
 Plays.
 Poetry-children's.
 Primers.
 Ramayana.
 School stories.
 Science.
 Scientific recreations.
 Sewing.
 Sports.
 Swimming.
 Telegraph.
 Telephone.
 Temperance.

Tobacco.
Toys.
Travel.
Tricks and puzzles.
Voyages.
Wireless telegraphy.

How to consult the catalogue.

Every new contrivance should have an explanation chart with it, otherwise it may defeat in its own purpose. To make his instrument popular and understandable, the cataloguer should place on the catalogue cabinet a clearly lettered notice giving a brief explanation of its contents. The children are not so shy of asking questions as the adult readers are. Besides, they easily and quickly pick up and assimilate the instructions once imparted to them. The cataloguer will find his labour well paid in spending a few minutes in explaining to the children, the method of looking up a book in the catalogue. A well made dictionary card catalogue is really quite simple and easy to understand. The notice may be made somewhat as follows:—

"Dear young reader, do not get confused to see the huge structure of the catalogue cabinet. It is indeed very simple

to look up a book in this catalogue. If you know the name of the author you are seeking, look under that name (surname first) in the catalogue. If you know only the title of the book you seek, look for the first word of that title not an article. If you know no authors or titles, but know only that you seek a book on *games*, look under *Games*. All entries—author, title and subject—are arranged in single alphabet like the words in a dictionary. If you can look up a word in a dictionary, you can look up a book in this catalogue. If a difficulty still remains to be removed, please come to the Librarian who will be ready to guide you in this matter."

Helpbooks on Cataloguing. Books are the most important tools for cataloguers. Therefore, a few of the most used reference guides must be within easy reach of the cataloguer. The following two books are most important and indispensable for a beginner:

1. "Cataloguing for small libraries by Theresa Hitchler," revised edition. Published by A.L.A., Chicago.
2. "Subject headings for use in dictionary catalogs of juvenile books," by Margaret Mann. 1916. Pub. by A.L.A., Chicago.

The Reference Librarian.

I want a book, I want a book, a
book for my Aunt Jane—

Not a gory book but a story book
with a moral sound and sane;

And I want a book for my Uncle
Bill, whose brow is somewhat low;

And I'd like a really attractive
book for a nice young woman I
know.

"Oh, wottle I do, or, wottle I do
in a difficult case like this?

Oh, how shall I spy the book to
borrow and give the others a
miss?

If they none of 'em get the book
they like, then I shall get the
blame,

And there are so many books
about and they look so much the
same."

"Please go to the Reference Librarian and tell him of your plight;

Be frank and free and doubtless he
will guide your choice aright;

For left to yourself at a library
shelf and your own unaided
tricks.

You'd certainly flop and probably
drop the most resounding bricks.

"And your poor old Aunt would
henceforth hold your name in
deep abhorrence

GERMANS' FONDNESS OF BOOKS

If she crashed ker-plunk on a
terrible chunk of the later
D. H. Lawrence;
And your Uncle Bill (who enjoys a
thrill) wouldn't give two hoots or
hisses
For the newest line in Gertrude
Stein, or a lump of raw 'Ulysses'.
And your new girl friend you
might offend if you gave her
the Works of Donee,
And beware, beware of woodcuts
square of ladies with nothing on!
But the man in charge, his range
is large, and he will bring you
solace,
For he knows his way from Huxley
(A.) to Dell and Edgar Wallace.
"And cookery books and spookery
books and books about Christmas
cheer."

And sporting tales and courting
tales are all within his sphere;
On mystery books and history
books his advice you cannot
beat,
And gardens of Allah and Mr
Guedalla are equally up his
street.
"So do not scowl like a parboiled
owl and wonder what to do,
But take your woes to the man
who knows and he will pull you
through;
For he's the man who knows the
job from cradle tales to crooks,
So produce the dust and put your
trust in the Man Behind the
Books!"

(Adapted from the
Manchester Guardian).

Germans' Fondness of Books.

They read at Breakfast, Lunch and Supper.

The Berlin citizen reads a great deal, and avails himself of every opportunity to indulge in his favourite mental recreation. He reads in the morning on the way to work, and in the evening on the way home; he reads at breakfast, lunch and supper. He reads at home, in the restaurant and coffee houses; in the street going about his business, and in the middle of traffic. In fact he always reads newspapers. He hungers for newsprint every minute of his life.

To provide for his needs, 80 daily papers are published in Berlin, of which 11 have two daily editions, and one issues three. The other 68 appear only once a day, and out of these 40 have only a purely local circulation. Two of the dailies are printed in English, one in Russian and another in Polish.

Thirty-eight newspapers are published in weekly, and sometimes in bi-weekly and even tri-weekly, editions, and all these publications, weeklies and dailies are read, more or less. Naturally, the

Berliner has no time to scan every paper he buys from the first to the last page. Besides, the newspapers are issued in far too rapid succession. From 6 to 7 A.M. 50 dailies are printed, one on the heels of the other; at 8 o'clock there is already a mid-day edition available; at noon and at 2 P.M. evening editions come out; at 3 o'clock, the largest issue of an evening paper is ready. From 4 to 8 P.M. there is a wild scamper of evening papers throughout the streets. And between 9 and 10 at night, the provincial editions of next day's dailies are on their way to the stations.

The precise circulation figures of Berlin dailies are not known, but on the whole, Berlin newspapers published daily an average number of 3,500,000 copies, not including the illustrated papers, weeklies and magazines. The circulation of illustrated weeklies is estimated at 2,000,000, and that of educational periodicals and magazines at about one million.

History of Indian Libraries

from earliest times to the present day.

Newton Mohun Dutt, F. L. A.

Curator of States Libraries, Baroda.

The subject which I have selected for my discourse is the history of ancient and modern Indian libraries, but time will not permit of anything more than a brief survey of the subject. I would commend the topic to any university student who is seeking for a suitable subject for his doctoral dissertation.

Absence of ancient Indian libraries.

In a certain history of Iceland, one chapter bears this caption...

ON THE SNAKES OF ICELAND.

(It is a very brief one, and consists of but one sentence)

"There are no snakes in Iceland."

Similarly, if we look back to the distant past, we are tempted to think that there were no libraries in Ancient India. This is indeed strange in a land where learning was at all times highly regarded, and where the official custodians of knowledge held the premier place amongst its numerous castes. Not that the art of writing was unknown from very early times. The rock and pillar inscriptions of Asoka, which are found scattered all over the country, and which were written in the third century B. C. are in two scripts, which were most likely composed five centuries earlier. Moreover, we have traces of writing as far back as B. C. 2500, in certain seals found in excavations along the Indus Valley and in Baluchistan. These seals bearing alphabetic characters are very similar in nature to certain seals which have been discovered in Babylon, and which are certainly of the same epoch.

Preservation of knowledge by the Brahmins.—The fact is that in very early times the use of writing was confined to royal edicts, title-deeds of property and general business purposes. The official guardians of sacred learning, and in those days nearly all knowledge bore more or less a sacred character, did not care for their holy works to be exposed to the public gaze. The Vedas and the cognate and subsidiary literature were therefore imparted only by oral tradition, being communicated direct by word of mouth from guru to chela. This method of teaching of course imposed a great burden on the memory, and various ingenious devices were employed to assist the student to retain the lessons in their memories. Not only was the plain text taught and learnt by heart, but each word had to be separately learnt in its uninflected form. Another method was to utter each word twice, once with the preceding word and again with the following one and so on.

Dr. B. C. Richardson, the learned historian of ancient libraries of the West, aptly terms such records, "memory libraries." The pandits were in fact, themselves living libraries, ambulatory libraries. The extraordinary memories of the Indian students are still proverbial, and the fact that there were, in times of old, scholars who could rehearse the Vedas in *totō* from memory is commemorated in the surnames still common in Gujarat—Dwivedi and Trivedi (Two-Veda men and Three-Veda men).

* Presidential address delivered at the Third All-Bengal Library Conference held at Calcutta on the 18th November, 1931.

≡ *The Bards and the Epics*—Apart from these preservers of the sacred scriptures, there were the ancient bards, who sang in royal courts and public assemblies the valiant deeds of the heroes of old. Their independent poems were eventually amalgamated into the great epic which has come down to us as the Mahabharata. We learn that it was in the renowned University of Taxila that this epic was first publicly recited. We have an exact parallel in Homer's Iliad, which too was formed by combining and digesting the separate songs of independent poets, commemorating the deeds of Greek heroes in the war against Troy.

"*Buddist and Jain Scriptures*.—The repugnance shown by the Brahmins to set down the Vedas in writing was, it seems, also shared by the founders and expounders of unorthodox and heretical systems. We have no evidence that the Gautama Buddha ever wrote his sermons. Soon after his death, his disciples assembled together his various discourses, grouping them into what they term the three Baskets—Tri-Pitakas, that is to say, the *Sutras* or words to his disciples, the *Vinaya* or rules of discipline, and the *Abhidharma*, or system of doctrine. These were chanted in chorus by the whole assembly so as to imprint them in their memories. This method, as well as private teaching, was in vogue for many years. We learn from the chronicles of Ceylon that it was in that island in the year B. C. 88, that Buddhist monks, discovering that the pure doctrine was in danger of getting contaminated or even passing away altogether, set to work to commit it to writing. Similarly with the Jains. It was not until 980 years after the decease of the last great Tirthankar, Mahavira, that the Jain sacred books were written down.

Beginning of libraries of books.—Eventually the prejudice against the written word disappeared and a reaction set in, so that pandits of all sects diligently

set to work to write books and to preserve them. Every monastery and temple showed an eagerness to collect such literary treasures: hence the origin of the public library in India. Rajahs and wealthy men were enjoined to get manuscripts multiplied, and the fact that this duty was widely recognised is commemorated by an inscription dated 565 A. D. by the Valabhai Princes of Western India. To this very day devout Jain merchants will sometimes celebrate a lucrative business transaction by ordering the transcription of some sacred writing.

Vibhassa.—At the Buddhist Council of five hundred held in Kashmir by Kanishka (first century A. D.) the monks were asked to compile an expensive commentary on the Tripitaka, embodying the new ideas and theories which had originated since the time of the Buddha. All these, we are told, were inscribed on an extensive series of copper plates, which were ordered to be buried beneath a certain Stupa. This commentary is known as the Vibhassa, and from it the famous Buddhist philosophical school, known as the Vaibhasika took its name.

Buddhist Pilgrims and Hindu Universities.—Buddhism was from its very outset a great missionary religion, and quickly spread to Tibet, Nepal and China. From these countries came a stream of pilgrims who dared the dangers and hardships incidental to such journeys in order to drink at their source the pure doctrine of the Buddhist way of life. We gain our earliest knowledge of the cultural history of India from three devoted pilgrims—Fa Hien, Hiuen Tsang and I-Tsing, who visited India between the fifth and the seventh centuries A. D. These ardent scholars spent many years in this country, going from place to place and residing at the numerous monasteries and temples with which India was studded, copying manuscripts and studying the conditions of life and scholarship in seminaries run

by Hindu and Buddhist priests and monks. Each institution boasted a collection of books and, was manned by eminent scholars who discoursed to large bands of earnest students. We learn from the accounts of the Chinese pilgrims a good deal about such Universities as Taxila, Pataliputra, Benares, Udantapur, Vikramashila and others. In Taxila were specialists expounding 14 different subjects. The Nalanda University had also a magnificent library, a nine-storeyed building with 300 apartments. The neighbouring University, Udantapuri, Vihara, boasted even a larger stock of books and flourished for a long time, in fact down to 1202. On that date it was stormed by Mahomed Bin Sive, general of Bakhtiyar Khilji, who put all the monks to the sword. The conqueror marvelled at the wonderful collection of manuscript which he found, but none of the villagers of whom he enquired could give him any information about their contents, explaining that all those able to read them had been killed. Whereupon the haughty general, observing that as the books belonged to the *kafr*, they were either superfluous or pernicious; they must therefore all be destroyed. That the same fate befell other Vihara libraries plundered by various Muslim invaders is proved by the heaps of burnt manuscript found in other cities.

Tibet and India.—In the palmy days of Nalanda a close connection was established between Tibet and India. The inhabitants of the former country eagerly embraced Buddhism and invited Pandits to the "Land of the Snow" so that many Sanskrit texts were translated into the local vernacular. These form what are known as the Kangyur and Tangyur collections, and many important works which are lost in the original Sanskrit have thus been preserved to us in their Tibetan dress.

An ancient Library described.—We catch a casual glimpse into the administration of an ancient library in a book

known as *Pauskara Samhita*. It was housed in a fine stone building, where the manuscripts, carefully covered with cloth and tied with string, were stored in iron cupboards. The library was in charge of a librarian who was expected to be able to impart a knowledge of sciences to the scholars, all of whom had to live a celibate life. As you are doubtless aware, the invention of the metal bookcase is credited to the great librarian Sir Anthony Panizzi, who built the magnificent reading room of the British Museum. It is therefore curious to find that the useful qualities of metal for book preservation was known in such early times.

A Chalukyan college.—Another glimpse into the libraries of those days is afforded by a Kannada inscription discovered recently and published in the Hyderabad Archæological Series No. 8. It is in a large temple in Nagai, a village near Wadi, and refers to an institution founded by Madhusudana, a general and minister of Raya Narayan, a Chalukyan king of the 11th century. Here was set out the provision for 252 students, and the six teachers and six librarians who were in charge of the college. It is significant that so many librarians were found to be necessary for the students, and that the scale of salaries made for these functionaries was about equal to that of the teachers. It is true that in America it has been declared on good authority that a University librarian ought to rank with a Dean of a Faculty, and a college librarian with a professor, while the salary and position of a municipal librarian ought to be equivalent to those of other responsible officials such as the health and education officers and the chief engineer. The munificent founder of this ancient seminary had, it appears, the same large and generous views as to the position of a librarian as are in vogue now-a-days in America. How different from the grudging and mean

ideas as to the worth of educational libraries in present-day India!

King Bhoja's Library.—The first recorded royal library is that of Bhoja, a twelfth century king of Dhara. This sovereign was a renowned scholar to whom many works have been attributed. One of them, *Samarangana*, a work on architecture and engineering, has appeared in the *Gaekwad's Oriental Series* which I had the privilege of publishing a few years ago. On the conquest of his kingdom by the Chalukyan king Siddharaja, it was removed to Anhilwad, i. e., the famous city of Patan in the territory of H. H. the Maharaja Gaekwad, and incorporated with the royal Chalukyan Library there.

Muslim invasions.—The palmy days of Hindu civilization came to an end with the invasions of the Muslim Mahmud of Ghazni, who destroyed the temples and massacred the monks and priests found therein. The survivors fled with such of their literary treasures as they could save to the neighbouring kingdoms of Tibet and Nepal, to remote desert fastnesses, such as Jesalmere, and other refuges in Western India.

Muhammadans and Hindu culture.—When the Muslim rulers began to settle down in this country they found leisure to encourage the learning of their own culture, erecting mosques and schools throughout the land. Later on, the emperors began to take an interest even in Hindu books, e. g., *Kalilah-Damnah* which was translated into Persian under the title of *Amcar-i-Suheili*.

Delhi.—Under the slave Dynasty Delhi rose to importance, not only on account of its colleges, but also because of the abundance of the literary societies which sprang up and which were encouraged by the royal house. Here princes and nobles were wont to assemble to hear poets and scholars recite their new works. Of the emperor Jala-ud-Din, founder of the Khilji dynasty, we hear that he appointed as the imperial lib-

rarian an eminent scholar and poet, Amir Khusrū, with a good stipend attached to the post, and the additional title of Keeper of the Quran. Amir Khusrū was also made a peer. This is I think the only recorded instance of a librarian being raised to the peerage, although nine years ago a librarian of the renowned Vatican Library in Rome Achille Ratti was elected Pope under the title Pius XI. When His Holiness recently met the members of the International Conference of Librarians in Rome a few years ago he offered them a cordial welcome as an erstwhile member of their learned profession. Moreover he is taking steps under the advice of the American Library Association and financial assistance from the Carnegie Endowment for International Peace, to make a really adequate catalogue of the great Vatican Library, one of the most important institutions of its kind in the world.

Emperor Firuz Tughluk.—Perhaps the greatest of the pre-Mughal emperors was Firuz Tughluk, who was himself a scholar as well as a patron of scholars. He took a great pleasure in inducing learned men from foreign countries to visit him, placing at their disposal a palace known as the Grape Palace. This enlightened ruler encouraged Hindus to enter his service and also sought to make his own people take an interest in Hindu literature. Finding a good Sanskrit library in the temple of Nagarkot, he appointed learned Hindus to translate into Persian some of the books. Soon after his death India suffered another set-back by the incursion of the terrible Timur who captured and sacked Delhi.

Minor Hindu Kingdoms.—Before passing on to the reigns of the great Mughuls a hasty glance may be made at some of the minor kings of Hindustan. The Bahmani dynasty deserves notice for having built a good library in Ahmednagar. Royal munificence, however, was cast in the shade by the

generosity of one of the royal ministers, Muhammad Gawan, who lived in the fifteenth century. Some of his poems are still to be found in a few libraries in the Deccan. Although a man of immense wealth, such was his generosity that at his death but little money was found in his treasury. He himself had led a most ascetic life, combining low living with high thinking, but all his wealth had gone in encouraging scholars and in building fine mosques and libraries. The Adil Shahi kings had also a good library at Bijapur. Many of them were afterwards carried off by Aurangzeb, yet the British architect Dr. Fergusson, who visited it in the nineteenth century said he could gather from the remains that in the days of its prime it must have been a fine library. Amongst the early rulers of Bengal. Nadir Shah (1282—1325) deserves notice in any survey of Indian scholarship for having ordered the first translation into Bengali of the *Mahabharata*.

Mughuls.—Most of the scions of the Moghul Dynasty emperors and princes possessed in a greater or less measure a love of scholarship and art, some of them being themselves authors, as was their ancestor Timur, whose autobiography has come down to us. Babar, the founder of the royal line, was a refined and accomplished prince who has left in the *Babar Nama* one of the most fascinating autobiographies in existence. To Babar we owe the development of the miniature painting and book illustration which is one of the glories of the Mughul period, for he began the practice of illustrating his books. Humayun, his son and successor, during his numerous campaigns, carried with him a select library—probably the earliest travelling library in record. In this connection we may recall the fact that Napoleon the Great, another book lover, directed that a set of pocket editions, well-selected and specially printed and bound,

was to be prepared to be carried with him wherever he went.

The Rev. P. H. Ditchfield has compiled a work entitled *Books fatal to their author*. Had he made a slight change and made the title *Works fatal to their Authors*, he might have devoted a paragraph to this emperor, for the Palace of Pleasure which he converted into his own library was the cause of his tragic and untimely death. While watching some astronomical phenomenon, he stood to attention on hearing the *muazzan* call to prayer, his foot slipped and he was hurled down the slippery staircase and soon died as the result of the severe injuries which he had sustained.

The great Akbar was an ardent book collector and acquired not only the library of a Gujarati king whom he conquered, but also the library of his own minister Faizi. These books were classified in three groups. The first included poetry, medicine, astrology, and music; the second group comprised philology, philosophy, sufism, astronomy and geometry, while the last group took in commentaries, traditions, theology and law. In his reign the practice of illuminating books with pictures was extended, and much care and attention was paid to sumptuous binding.

The Moghuls took a great pride in preserving and increasing their ancestral libraries, but all was of no avail; their collection was destined to fall into the hands of the Persian invader Nadir Shah, when he sacked Delhi in 1739.

Other Royal Libraries.—The splendid collection gathered by Tippu Sultan was destroyed at the storm of Seringapatam in 1799, and 35 years afterwards a similar fate befell the library of the king of Oudh on the capture of Lucknow. However, it is gratifying to know that many royal libraries have successfully withstood the vicissitudes of time and the fortunes of war, and that many

of the present Indian rulers, such as Nepal, Kashmir, Mysore, Jaipur, Jodhpur, Bhopal and Alwar, still possess their ancestral libraries, many of which have been catalogued by competent bibliographers. The Rajahs of Tanjore have passed into history, but fortunately the Maharaja Sarfoji's magnificent collection has been preserved by the Government of Madras and converted into a free public library.

Preservation of MSS.—Efforts have been made during the past half century by provincial governments and Indian States to preserve and catalogue manuscripts which would be otherwise doomed to destruction. The Bombay Government appointed many eminent scholars, European and Indian, for that purpose, and many of the books so preserved are in charge of the Bhandarkar Oriental Institute. Other administrations and Indian rulers have followed their lead, and the more important of the unprinted works are being published by provincial governments, by the States of Baroda, Kashmir, Mysore, Travancore, etc., and by learned societies such as the Asiatic Society of Bengal. The Jain community deserve high praise for the care they have always taken in preserving their ancient manuscripts, and their temples and bhandars in Jesalmere, Patan, Baroda, Gwalior, Ahmedabad, Cambay, etc., contain important works which have only of late years become fully known to the world of scholarship.

Khuda Bukhsh.—While recalling the work of royal bibliophiles, who had the resources of their kingdoms at their back, let us not be unmindful of good work done by scholars in more lowly walks in life. "The race is not always to be swift, nor the battle to the strong," and Maulvi Khuda Bakhsh, a nineteenth century scholar, with but small means at his disposal, was yet able in his lifetime to erect in the Oriental Public Library, Bankipore, a monument of Muslim scholarship which will vie with any of the great Muhammadan

libraries in the world. Those of you who have not had an opportunity of visiting it, are recommended at least to read that interesting work, *An Eastern Library*, wherein Mr. O'Connor Scott has given the history of this unique institution, together with a description of some of its literary treasures.

Baroda.—I have hitherto spoken of libraries which have an especial appeal to the scholar. The pioneer of the popular library movement in this country is H. H. the Maharaja Gaekwad of Baroda, who twenty years ago inaugurated in his State a system of free public libraries in towns and villages. You must all be well aware of the story of this remarkable and successful effort to bring reading within the means of the masses, so that I need only inform you that during the last year there were in Baroda 773 country libraries with an aggregate stock of 573,170 volumes, and claiming a gross circulation of 402,286 books. This is apart from two important libraries in the capital city—the Central Library with 119,814 volumes and an annual circulation of 135,100 volumes (including the Travelling Library Branch) and the 21,000 books and MSS. of the Oriental Institute. Other States such as Mysore, Travancore and Pudukotai and certain British Provinces, have endeavoured to follow the example of Baroda.

The Punjab.—Excellent progress is being made in the Punjab. The campaign begun as far back as 1916, when Mr. A. D. Dickinson was invited from America to re-organise the Punjab University Library and to introduce courses of lectures on library training, which are still being held. His excellent primer, *The Punjab Library Primer*, may be heartily commended to all library aspirants. The Punjab Government have recently instituted village libraries, of which there are no less than 1,600. They are attached to upper and lower middle schools, but are available, not only to students but to the village

folk at large. These libraries are maintained by the district boards with the assistance of government grants. The librarians are expected to give lectures and talks to the people in general, as well as to assist literate people in the use of the libraries. For this purpose, in addition to ordinary books, etc., supplied by the district boards, the best available literature on agricultural, co-operative and health subjects and other topics of special interest to the village community is supplied by the Rural Community Board, which also provides the librarian's allowances.

United Provinces and Burmah—The United Provinces are also experimenting with circulating and travelling libraries in a few of the districts with a fair measure of success. The Director of Public Instruction for Burmah informed me some time ago that he had adopted the travelling library system in vogue in Baroda, and found that he had the scheme worked very successfully.

Madras—Madras has made great strides of late, since the return of Mr. Ranganathan, its University Librarian, from professional training in London. The Madras Library Association has been founded, which is carrying on active propaganda in the villages. It has succeeded in inducing the districts of Chingleput and Malabar to make a small beginning of a district Library Scheme.

It has published lists of useful vernacular books for popular reading. Moreover, courses of instruction in library science are now being held in connection with the University. Not the least important of its activities is the launching of a series of library handbooks; of which two have already appeared and which I cordially commend to all interested in library work and library propaganda. The first work is a symposium of articles on various aspects of the library movement by Lord Goschen, Rabindranath Tagore, Srinivasa Sastri, Ranganathan and others. While the second work, *The Five Laws of Library Science*, deals with the funda-

mentals of library practice, and is written with a wealth of illustration and anecdote and a refreshing humour, which makes it very agreeable reading.

Library Associations—In 1919 the Indian Library Association came into existence, and for some years was very active in arranging for Annual Conferences at different centres. However, for many years past it has shown no signs of life and must I fear be considered dead. Of course in a country of such vast distances as India, intensive work can more efficiently be carried on by Provincial Associations. I have already mentioned the Madras Library Association. The Baroda Library Association came into existence in 1925, and has the advantage of effective assistance by local organizations in 12 of the talukas or counties of the State. The Punjab Library Association is another society which deserves our attention. It is issuing an excellent quarterly, *The Modern Librarian*. This year an All Kerala Library Association was founded to cover the two advanced Indian States of Travancore and Cochin, as well as the British District Malabar.

Bengal—As for the Bengal Library Association, I am expecting to hear from my esteemed friend your earnest and enthusiastic secretary, Mr. Sushil Kumar Ghose, a history of what the society has been doing since its foundation. I am aware of some of its good work. It has succeeded in gaining the sympathy and active support of the Corporation of this city, with very beneficial results to the efficiency of the libraries of Calcutta. It has been giving library lectures in the districts and I understand that it took a leading part in frustrating a plot to deprive Calcutta of its Imperial Library. It has published also a useful book in Bengali, *Library Andolan*.

Draft Library Bill—The First All-Asia Educational Conference which met at Benares in December last, included a Library Service Section. One of the important activities of this Section was

the drawing up of a Library Enabling Bill, which it is proposed shall be introduced into each of the Provincial Legislatures empowering the Government to set up a library authority to establish and control public libraries within the Province. A bill on these lines has, I understand, been introduced in the Bengal Legislature, by the president of The Bengal Library Association, Kumar Manindra Deb Rai Mahasai and is now being circulated. It will no doubt take some years before this effort to provide free public libraries throughout the length and breadth of India meets with success, but at least a beginning has been made, in that direction and if every library worker puts his shoulder to the wheel, success in the long run is assured.

The Message of the Library—We have now passed under review the story of the Indian library from its earliest phase when knowledge was the jealousy guarded treasure of the privileged few to these democratic days when it is claimed as a right by the masses. Every nation which claims to be civilised is now giving free and compulsory education to its citizens. The necessary concomitant of the free village school is the free village library, in the absence of which a large proportion of the money spent on the youth of the village will most certainly be wasted, because the boys and the girls will tend to lapse into illiteracy for want of opportunity for reading in after life. To quote Sir Walter Besant, "the free library is an adult school, a perpetual and life long continuation class, and the greatest educational factor which we have, and the librarian is becoming our most important teacher and guide."

The library is not for the cultured few, not merely for the scientific, it is not for any intellectual cult or literary cult or literary set. It is a great broad public benefaction which freely opens its doors to rich and poor, offering the intellectual riches of the sages of old and setting out the latest inventions which the ingenuity of man has devised. To the tired worker it offers the refreshment of the romance,

or the consolations of poetry, to the workman the latest information on his craft, to the social worker or the politician information to aid him in his efforts for the uplift of his fellow man. To sum up in the words of Bacon, "it is instituted for the Glory of God and the relief of man's estate."

This then is the message which the Bengal Library Association is to carry into the towns and villages of this Province. It is your part to preach this gospel of the library until throughout the province there is cast a network of well-equipped public libraries each of which shall be administered by a trained, competent and sympathetic librarian, who shall really be the people's teacher and guide.

A Message of Hope.—The popular library movement in India is now 20 years of age, and reviewing its progress, some earnest and ardent workers may be disappointed at the results achieved so far. To such discouraged souls let me bring a message of hope and comfort. Let them bear in mind the difficult problem which they have to face—the awful poverty of the country and the inertia caused by ignorance and illiteracy. I bid you be of good heart and courage, manfully to fight the battle against poverty, ignorance and illiteracy, confident in the trust that your efforts shall not in the long run fail of success and that our beloved country, once the shrine and centre of light and culture to Asia, shall again by the grace of God and the efforts of her devoted sons and daughters take her rightful place amongst the great and enlightened nations of the world.

"Say not the struggle nought availeth,

The labour and the wounds are vain,
The enemy faints not, nor faileth,

And as things have been they remain.
If hopes were dupes, fears may be liars;

It may be, in yon smoke concealed,
Your comrades chase e'en now the fliers,
And, but for you, possess the field.

For while the tired waves, vainly breaking
Seem here no painful inch in gain,
Far back, through creeks and inlets making,
Comes silent, breaking in, the main."

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Editorial

Our Educational Aims

Teachers in schools and colleges find in the libraries of their respective institutions a point of focus where meet many handicaps to good work. The blessing they first bestow on the array of books and reading tables may change later to a vigorous though silent curse. Not all teachers require their students to use the library freely; such persons, though happily less numerous than in former years, have no worries centered in the library and they may be wise to pass by this message. But for the members of our profession who are earnestly engaged in making a contribution to the permanent life-habits of the individual student the situation is often serious. We are never satisfied with the minimal accomplishment for an examination, but are possessed by a desire (some may call it "foolish") to see our young men and women preparing for a lifetime as students. We see them setting out to attack the problems of citizenship, of training their families, of pursuing "life, liberty and happiness," in that long course in the "university of life," which requires so much more thought and study than any four years' course in a Punjab or Bombay University. We would make the habit of reading a pleasure to them in order that their remaining forty or fifty years of life may give them leisure well-spent, may make them "merchants of light" in social gatherings, may continually find them reinvigorated for the daily task of life. We would make the habit of consulting reference works satisfying and fruitful in order that they may come to problems of home and family (sex, health, finance, recreation)

with questions answered not by the findings of thirty years before, but by the research of their own generation. We would make the habit of sustained study rewarding in order that in the days of their professional service they may be known as those who are sure of their facts, and whose contributions in speech and writing are sought for by colleagues and the public.

In short we would have those who leave our classrooms and halls carry with them above all, as far as intellectual attainments are concerned, the love of reading and the habit of study. We would have them see in a certificate of matriculation or in an arts degree not any badge of "completion," but a symbol of "commencement." Every reader will at once recognise that if we teachers have these ambitions for our students, there stand arrayed against us a formidable force—traditions, examinations, "college life," human inertia, and one more—the subject of this article—*faulty library facilities*.

On some occasion we hope it may be our privilege to suggest ways by which our students may be converted to new ways in this matter of using books. Of the incubus of examinations much has been written, both wise and unwise. Though we incline to lay too much blame on the heads of examiners and examining bodies, it is surely a fact that the present distaste of wide reading, the infrequent resort to reference works, the little use of library facilities, is partly a result of the craze to cram for examinations. Overcoming the competing attractions of many other activities in the college or school

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life is partly a matter of staff policy and rule, partly a matter of student morale; and in some measure related to the attention which has been paid to the problem of attracting the student to his library. But all these we leave for the present. We would discuss the very important demands made by our high ambitions for our students upon the administration and policies of our libraries. If the library in an institution has presented the handicaps referred to below, whether knowingly or inadvertently, it is time for its librarian to sit apart for some private meditation, then to counsel with his teacher colleagues on ways in which he can further the cause of true education.

Library deficiencies which we propose to examine briefly are three in number. They are handicaps imposed upon sound education often without any realization of the need for other practices. They are the more serious in their effects in institutions where students are required to read widely in selected books. In other institutions, these very deficiencies probably deter teachers from embarking on new plans.

1. Lack of duplicate copies of books in which readings are assigned.
2. Lack of efficient "Reserve Shelf" arrangement.
3. Lack of attention to reading lists and bibliographies for students and staff.

Duplicate Copies. Where readings in books of supplementary nature are assigned by the teacher, from 2 to 8 copies of the book, depending on the number of students, should be in the Library. Where a class of 25, for example, are expected to consult a source book in history, and of that book only one copy is in the Library, there is virtual nullification of the teacher's instructions and even the most eager student may well be helpless unless long prior notice is given of the requirement.

We readily agree that the librarian is rarely at fault in this matter. The teacher

may be to blame for not making a timely indent for the purchase of the books. The authorities may be the sinners by denying the funds. We would even go so far as to admit that the responsibility for initiative rests on us as teachers. We are the ones to insist on this necessary help to our teaching method and the students' study habits. But do we really value the *assigned reading* plan as we ought? It is so much simpler to confine required reading to one text-book. Yet, aside from the narrow view of the subject-matter thus obtained and the obvious neglect of students to read other authors, there is the serious result that students will fail to gain practice in critical comparison of different points of view. Nor will they read nearly as much as when several books are brought to their definite attention. *The habit of consulting several authorities is important as a constituent of the study practice of everyday life.*

Reserve Shelf. Where the teacher's assigned readings require *frequent reference* to a book of which a few copies only are available, the *Reserve Shelf*, familiar to all librarians, is the plan by which the group concerned is protected from selfish individuals. Here the books are placed which are to be read only in the Library and issued out for no more than one night. Where such a plan is not available, the few lucky students profit and the teacher's plans are frustrated.

A fruitful "reserve shelf" plan requires no doubt, a well conceived system. The teacher needs to send in his list of "Books for the Reserve Shelf." The Librarian must have his handy shelf, in full view of the student. There must be a simple method of checking up the copies issued. In some libraries a coloured card long enough to project from the top of the book is employed for this purpose. On it the student signs as he takes out the book. The card in the book identifies it as a "reserve shelf" book; left at the desk when the book is issued, it is a

record of issue. It admirably serves also to measure the use of the book.

Preparation of reading-lists and references. To supply practical bibliographies for students, to teach the ready use of standard reference works, to encourage acquaintance with the back files of bound periodicals; all of these are necessary if sound study habits are to be aided by the Library. Teachers will of course assist largely in preparing such reference material, yet any trained Librarian who knows his books can take a part in preparing reference material on topics of the day, for example. Debate subjects, current national problems, world issues, current lecture series, school projects, for all

these, the students and teachers need the Library's co-operation. In the long vacation Librarians could materially assist teachers to prepare bibliographies on subjects appearing in the course of study. The larger the library, the more useful, of course, would become such service.

The Editors of the *Modern Librarian* would welcome brief accounts from Librarians whose efforts to provide the above facilities have given satisfaction. We need in our Association much more exchange of information, to learn from each other of the experiments which are being tried elsewhere.

B.C.H.

The Dewey Decimal Classification

Classification of Books on Cinema industry.

D. C. Editor's Office,
Library of Congress,
Washington D. C.,
26 Sept., 1931.

The Librarian,
Sir Ganga Ram Library,
Lahore.

DEAR SIR,

Your inquiry in regard to classification for Cinema industry has been referred to us by the American Library Association.

778 is the number for *photographic process*, and for moving pictures it would include *Film producing* and *Film operating*. We have as yet prepared no series of subdivisions for 778, which covers a wide field, of which moving pictures is only one detail. *Screen acting* we feel would best go under 792, where provision must eventually be made for the technique of dramatic presentation, which would include stage presentation and *screen acting*, for which we could there provide separately by subdivision. *Film directing* is best under 791.4, which, covering moving pictures as a whole, is broader than 792, Drama. *Scenario writing* would class with *drama writing* under 808.2. A book covering the Cinema industry as a whole would include several if not all of these features and (unless so *emphasizing* some feature that this would attract book to its own number) would generally best be classed in 791.4 (to be further subdivided).

Hoping that these suggestions will cover your need,

Sincerely,
Dorkas Fellows,
Editor.

Notes and News

Library Activities in Bengal.

All-Bengal and Hoogly District Library Conferences.

The library movement has been very active in Bengal of late. The Hon. Kumar Munindra Deb Rai Mahasai, M.L.C., has introduced into the Legislature two bills to empower local boards and municipalities to subsidize and organise libraries, one of which follows the lines laid down in the draft bill drawn up by Mr. S. R. Ranganathan and recommended by the Library Service Section of the All-Asia Educational Conference held in Benares a year ago. The arrival in Calcutta of Mr Newton Mohun Dutt, Curator of State Libraries, Baroda, aroused much enthusiasm and he was called on to deliver addresses to the Sushil Kumar Institute, Shambazar, the Taltola Library, the Sir Gurusdas Banerjee Institute, Manicktola, the Bagbazar Reading Library, the Bengal Literary Society, the E. I. Railway Indian Institute, Lilloah, and the Bensbaria Library. At the last named town Mr Dutt was presented with an address from the municipality. He also presided on the 18th and 19th November over the third session of the Bengal Library Conference, his presidential address* consisting of a survey of the Indian Library from the earliest time to the present day. Resolutions were passed asking Government to support the two bills now before the Council for establishing country libraries. The necessity for a school of librarianship in Calcutta was also insisted upon. The Calcutta Corporation was thanked for its generous support to the libraries of the City, and was also asked to establish its own libraries. The Exhibits brought from Baroda by the President, showing the progress of the library movement in Baroda and elsewhere, arous-

ed much interest, as also did the collection of rare books shown by the Bengal Literary Society, and the exhibits of Macmillan & Co., Thacker Spink & Co. and the "Modern Review."

At the request of the Syndicate of the Calcutta University Mr Dutt delivered a lecture on November 23rd on the Baroda Library System, the Vice-Chancellor, Dr Suhrawardy, being in the Chair. An interesting exhibition of books, photographs and charts illustrating the progress of the library movement was also on view in the Library Hall, where the lecture was delivered. The Vice-Chancellor, in introducing the lecturer, said he was the foremost librarian in India, and came of a family distinguished for public service. Two of his sisters, Mrs Mabel Palit, M.B.E., daughter-in-law of that munificent benefactor of their University, the late Sir T. N. Palit, Kt. and Mrs K. M. Khan, Kaiser-i-Hind Medallist, widow of the late Major A. S. Khan, I.M.S., had been decorated by the King-Emperor for good public work.

Before delivering his lecture on the libraries of Baroda, Mr Dutt gave an outline of the history of professional training in librarianship, which originated many years ago in the fertile brain of that library veteran and pioneer, Dr Melvil Dewey.

He told the audience that in America there are now over 16 library schools; in London University there is also an excellent library school. The lecturer urged the University of Calcutta to follow the lead set by the State of Baroda and the Universities of Madras and the Panjab in instituting training courses in librarianship. Mr

[* This appears in this issue, see page 69. Ed.]

Dutt gave another lecture on December 1st to the University Institute.

On the 3rd December, Mr K. M. Asadullah, Librarian of the Imperial Library, Calcutta, gave a tea-party in the library where Mr Dutt made a short speech giving an outline of the history of the library system of Baroda, explaining that it was organised by H. H. the Gaekwad as a necessary complement to the scheme for free and compulsory education which had been established in Baroda. The persons present included The Rajah of Santosh (President, Bengal Legislative Council) the Ministers for Education and for Local Self-Government, the Secretary to the Government Education Department, the Chief Executive Officer, Calcutta Corporation, Dr Johan Van Manen, (Secretary, Asiatic Society of Bengal,) Mrs Sarala Devi Dutt Chaudhri, the Hon. Kumar Munindra Deb Rai Mahasai, M.L.C. (member in charge of the two library bills), and President, Bengal Library Association, Mr Sushil Kumar Ghose, Secretary, Bengal Library Association and Mr T. C. Datta, (Joint-Secretary of the Bengal Library Association) and other members of the Association, as well as the Librarians of the Bengal Library and the Bengal Government's Commercial Library.

Pressure of time prevented Mr Newton Dutt from accepting invitations to lecture which came from Chandernagore, Serampore, and the Y. M. C. A., Calcutta and several other institutions.

Address of Kumar Munindra Deb Rai Mahasai, President, Bengal Library Association, at the All-Bengal Library Conference.

In the course of the address he said:—

Our chief aim is the liquidation of illiteracy by holding aloft the torch of knowledge to illumine the soul of our benighted brethren. The task is, no doubt, gigantic and our resources are insignificant. We are not unaware of our own disabilities, deficiencies and shortcomings and the limitations under

which we have got to work. We are not unmindful of the stupendous difficulties which beset our path. With heart within and God overhead, we hope gradually to overcome the difficulties which may confront us. We verily believe that on the fulfilment of our mission depended to a certain extent the future uplift of the nation.

Emulated by the success of the library movement in Baroda and other civilised countries in the world, we started the movement about six years ago in May, 1925, when the first Library Conference in Bengal was held at Bansbaria. Although we could not make as much headway as we longed for, yet we have been able to establish contact with almost all the libraries in the province. District Library Associations have been formed at Hooghly, 24-Perganas, Mymensing, Noakhali and Nadia. Faridpur will be added in a few days. We hope to form a Library Association in every district which would be the nucleus of the District Library Councils under the Bengal Library Commission as provided for in my Bengal Public Library Bill, 1931.

Great War and Literary Movement.—The library movement is making rapid strides throughout the civilised world, specially in the countries tested by the fiery furnace of the Great War, which has kindled among those who survived a supreme desire for closer social union based on fuller understanding and mutual comprehension. Even in the countries unscarred by this great upheaval, there is a considerable stir in men's minds and a quickening of their social consciousness is visible in every sphere of their activities. Healthy competition may be noticed in the raising of the general level of intellectual life.

A New Era.—A new Era seems to have dawned in the newer nations of Europe, which have taken up the library movement with youthful enthusiasm. For the proper exercise of the new privileges which they have now been

called upon to enjoy, the Governments of those countries bestirred themselves to prepare their adult citizens, with the help of this new instrument of education to develop their newly gained consciousness within the shortest time possible. Czechoslovakia, Jugoslavia, Poland, and Finland, for example have established a whole net work of libraries since the Great War. Older countries of Europe and America have also taken up the library movement in right earnest. The British Library Association assumed the responsibility of creating a great forward movement in the intellectual life of the nation : The results of their enthusiasm and devotion are seen to-day in the tremendous growth of the library movement in Great Britain, some recent phases of which have been : the development of the county system whereby regional libraries have been established throughout the length and breadth of the land ; the idea of a co-ordinated national system of libraries from the British museum to the county system of library ; the establishment of commercial and technical departments in many libraries ; the intensifying of work with children and the introduction of the intermediate library between the children's department and the adults' department. Sweden, Norway, Denmark, Holland and Belgium have also taken up the movement with youthful enthusiasm. Soviet Russia is working wonderfully for the spread of adult education through libraries and the liquidation of illiteracy has been included in the 5 years' programme. The countries bounded by the Atlantic and the Pacific Oceans—the Orient and the Occident—are vying with one another for the furtherance of the library movement, but to our eternal shame British India lags far behind the times. The Governments of the U. P. the Punjab and Madras are, however, trying to do something for the libraries but our Government in Bengal is practically doing nothing. The Punjab Government have thrown

open to the public over 1,000 libraries connected with educational institutions of the province and augmented their grants; the U. P. Government are making experiments with travelling libraries in certain districts; the Madras Government have initiated the half grant system to libraries but here in rural Bengal the Government grant amounted to the splendid sum of Rs. 25 a month to a single library in the province.

Suggestions.—We should urge the need of municipalization of library service. There should be a Central Library, with a library in each district and Ward libraries with as many branches as practicable for free supply of books and periodicals. Grants should also be made to academic libraries which would agree to lend books required for Corporation library service. The principle underlying this proposal has been adopted in many countries of the West. The Prague municipal libraries and the Glasgow Corporation libraries are instances to the point.

In the urban areas attempts should be made for the municipalization of libraries and adequate sums should be set apart for their improvement. It has been rightly observed that a city without books is a city without light. Nothing makes a greater difference to a community, and has greater influence in stimulating the ambitions of the younger members of the community than free, untrammelled access to all the best sources of knowledge. Wherever a public library is open, careers are open to any one who has a mind to profit by the resources made accessible and is ready to escape through the library from city life into the sunshine of literature.

Training of Librarians.—My other suggestion is arrangement for the training of librarians. Bengal is badly in need of trained librarians. There is no provision either in the Universities or elsewhere for the training of librarians. In reply to

NOTES AND NEWS

my question in the Council as to whether Government considered it desirable to arrange for a short course of training for library workers either at the Imperial Library or at the University of Calcutta or Dacca, the official reply was in the negative.

I should here like to mention that library training is given in Baroda by our distinguished President of this Conference, Mr Dutt. In the Punjab University, training in librarianship is given by its well-known librarian Mr Labhu Ram, and in the Madras University by its librarian of international repute, Mr R. S. Ranganathan. The librarian should be a guide, philosopher and friend to every seeker after knowledge, and the responsibilities laid upon him are indeed very great. I believe that the time is not far distant when there will be a demand for expert librarians in Bengal. I should like to advise those of my young friends in the Universities who have got a literary taste to make librarianship their vocation. They should remember that good librarians are the nation builders of the future. Teachers should also have training in librarianship during the summer or Puja recesses. It would be a great help to the students in inculcating the reading habit.

In conclusion, I should like to suggest the revitalisation of the All-India Library Association and I should ask our President, Mr Dutt, Mr Ranganathan of Madras, Mr Asadulla of the Imperial Library and Dr F. Mowbray Velte of the Punjab to take the lead in the matter. May God help us.

Hoochly Library Conference.

Sir P. C. Ray on need of Reading.

The Fourth Session of the Hoochly District Library Conference was held in the Bansberia Public Library Hall on Sunday, 28th June, 1931, under the Presidency of Acharya P. C. Ray.

Mr Surendra Nath Kumar, of the Imperial Library, Calcutta, was the Chairman of the Public Library Section of the Conference, while Mr Satyananda Roy was the Chairman of the School Library Section. A Library Exhibition was also held.

Among those present were—Acharya P. C. Ray, Messrs S. N. Konar, Satyananda Roy, Amulya Ch. Bidyabhusan, Sarat Chandra Ghose, Sushil Kumar Ghose, Kumar Munindra Deb Rai Mohashai, Raja Kshitindra Deb Rai Mohashai Mr J. Robertson, Professors Amulyadhan Mukherjee and M. N. Rudra and Dr S. Roy. Most of the libraries in the district were represented at the Conference.

Kumar Munindra Deb Rai Mohashai, M. L. C., welcomed the president and other delegates on behalf of the Reception Committee.

The Joint-Secretary of the District Library Association, Mr T. C. Dutta, read out messages received from—The World Association for Adult Education, Glasgow Public Libraries, Mr Melvil Dewey, The American Library Association, The American Association for Adult Education, The Madras Library Association, Director of Bulgarian Libraries besides other bodies wishing speedy development of Library activity in India.

Mr Surendra Nath Kumar, Chairman of the Public Library Section, delivered a nice address, dwelling at length at the Library of to-day as compared with that in the days of yore. It was, he said, in the fifteenth century that the conception of a public library first took its form in Italy. There were, of course, in the past, libraries in some form or other and inscriptions on earthen blocks, trees and stones could be found, which served the purpose of a library.

Presidential Address.—Acharya P. C. Ray then delivered his Presidential Address in Bengali. He was eight years in Europe and during the last 5 years had travelled over various parts of India from

one end to the other, having covered 200,000 miles—but he had not had the opportunity of visiting Bansberia before now. He thanked Kumar Munindra Deb Rai Mohshai, on having taken him to Bansberia, which is holding a prominent place in the development of Library Service.

Bengal's Drawback.—In Bihar, Nepal, Tibet and wherever he went, he saw the climatic advantage which is enjoyed by libraries there in keeping their books in proper order. In Bengal, however, white ants would spoil all their toils and books secured in a steel cabinet on the first floor of the College of Science could not escape the invasion. He collected many valuable 'Punthis' but it was difficult to protect them, and he was at last compelled to hand half of these over to the Sahitya Parishad and half to the Asiatic Society, for he was sure that even if he could somehow manage to preserve them so long as he was alive, he was almost sure that in a few months after his death all the valuable collections would change hands at small price.

Library movement.—He then referred to Mr Sushil Kumar Ghosh's book on the Library Movement, which was very useful. It was, he said, through Libraries alone that one could have true education. He then referred to Boswell, Carlyle, Girish Chandra, Rabindranath, Sarat Chandra, Kristo Das Paul, Harish Chandra Mukhopadhyay; none of them had brilliant University careers yet all of them were great in their spheres.

Library—A Great Medium of Education.—Continuing, Acharya remarked that neither was it necessary to have foreign degrees for one's education. Dr B. N. Seal, Sjt. Jadunath Sarkar, Dr Suren Sen, Dr Ramesh Mozumdar, Sir Ashutosh, Sir Ruman, none of them had to cross the Suez Canal for their degrees. Mr Ramay Macdonald, the present Prime Minister, had no connection with the University, and yet his "Awakening of India" is

masterpiece of writing. H. G. Wells. Bernard Shaw—it is difficult to say who was the greater, but both of them had their education through Modern Libraries. The Universities did not make them great, but a good library and a few selected friends had made them so.

Resolutions.

1. This Conference accords full support to the Bengal Local Self-Government (Amendment) Bill, 1931, as introduced by Kumar Munindra Deb Rai Mohasai, M. L. C., which will help in stimulating countrywide library service. Proposed by—Mr B. N. Nandy. Seconded by—Mr D. N. Bhattacharya.

2. This Conference is of opinion that provision of adequate Library service should be a feature in the Schedule for Education in the future Constitution of India, to liquidate the illiteracy in the country. Proposed by—Kumar Munindra Deb Rai Mohasai. Seconded by—Mr T. C. Dutta.

3. The Government be requested to enact special legislation for early conversion of the Imperial Library into a Copyright library as there is no such library in existence in India. Proposed by—Mr M. M. Lahiri. Seconded by—Dr B. C. Mukherjee.

4. The Bangiya Sahitya Parishat, being the Academy of Bengali Literature, be requested to publish a complete catalogue of Bengali books with Dewey Decimal Classification numbers, in addition to its own numbers, if separate, and make it available at a reasonable price for use as a guide for the Librarians of Bengal in selecting and cataloguing books. Proposed by—Mr A. T. Banerji. Seconded by—Mr P. N. Sen Gupta.

5. The teachers of the District be requested to take active interest in the management of the School Libraries with a view to create reading habit among the students. Proposed by—Prof. A. D. Banerji. Seconded by—Prof. M. N. Rudra.

6. Thanks be conveyed to foreign institutions and the distinguished library workers for sending their messages and Exhibits to the Conference and Exhibition at Bansberia. Proposed by—Mr T. C. Dutta. Seconded by—Mr T. P. Benerji.

Messages.

The World Association for Adult Education, (16, Russell Square, London, W.C. 1).

The World Association for Adult Education sends Greetings to all workers in the field of library service in India. There never was a time when the Public Libraries were called upon to undertake more important work than at present. This is especially true in reference to Adult Education. The Librarian and his assistants can render invaluable service to the community, by being ready at all times to give advice or detailed guidance to readers, encouragement to prospective readers, and information about cultural activities in the neighbourhood, also (where conditions permit) by organising in the Library buildings lectures and single talks on literary and other subjects of general interest. As the peoples of the world develop more and more the habit of reading sound literature, they will increase their understanding of the cultural heritage of their own country and be able to appreciate that of other countries which they may never have the opportunity of visiting except in imagination stimulated by books.

American Library Association.

The American Library Association hopes that the Hooghly District Library Conference was in every way a success and the library work in India continues its progress in development.

Margaret P. Demcheostey from Sofia.

Our Public libraries are in the first place community centres, rather than anything else—serving as picture theatres, theatre for legitimate drama, social centres and libraries. In Bulgaria they

are apt to differentiate these libraries from the strictly literary ones—if I may express myself—that is from the libraries that are nothing else, but a collection of books. The former ones are called "Chitalishta" and are 99% of all libraries in the country.

Melvil Dewey

My 80th comes next fall, Dec. 10, and I am glad to welcome the world famous Tagore to our group of patriarchs. I am about starting north, 1800 miles to our summer club in the Adirondacks and have time for only this short message to your meeting.

Your great work is to educate the public and your government to grasp the full meaning of the modern library. The child is the father of the man of to-morrow. An exhaustive study in New York City on what most influenced the child, developed that it was not the mother, nor the father, nor the teacher, nor the priest, but his reading. The world is rapidly learning that the common conception of education as the school's chief business, is overshadowed by home education which centres in libraries, and which is for all our life, not simply for youth in a limited course, and which is to be carried on in vacations, evenings and holidays concurrently with one's normal avocation.

We never accomplished our best results in schools till we established teachers' colleges and normal schools in which to fit qualified teachers. In the same way we shall achieve great results in libraries only when we provide similar professional training for librarians.

But libraries cannot function unless the people can really read, not like a parrot so as to pass the test for literacy, but they must be able to take the author's meaning from the printed page. Even in America with its boasted universal education, the Great War shocked us by the great number of people who nominally could read but in fact not in a way to understand or profit greatly.

I trust your meeting may be a great success, that every delegate will go home with new inspiration for more and better work than he has ever done before.

Book Reviews.

Bryan, George S. *Edison—The Man and His Work.* New York, Garden City Pub. Co., pp. ix+350.

In this admirable biography which reads almost like a novel of Adventure, the author presents the life-picture of one of the greatest inventors of the world—if not the greatest for all times. "The ending of the American Civil War released American energies for activities of peace. Then followed the era during which industries in the United States were transformed and public utilities were organised and developed" (P. V) In this national service workers in applied science were in great demand because they alone were destined to have a vast effect on the country's political, economic and social life. Among such men, only one gained special distinction because of 'direct good sense,' 'patient resourcefulness,' 'repeated conquest of obstacles' and 'varied achievements.' That was Mr Edison, who invented about 1,000 different things of which perhaps the well known are Motion Picture Camera, Portland Cement, New Storage Battery, Phonograph and Electric lamp; during the last World War, Edison was asked to help the American Government and helped them with innumerable inventions of which at least nine are officially acknowledged (p. 233.) Writing on the commercial value of Edison's inventions it is said (p. 311), 'There is one human brain that has a hard cash market value to-day, in the business and industrial world, of fifteen billion dollars. That is within 20 per cent of equalling the value of all the gold dug from the mine's of the earth since America was discovered. These 15 billion dollars represent the present investment in America alone in industries which are entirely based on Edison's inventions. The book is furnished

with a valuable Bibliography and comprehensive Index. We ask all librarians and book lovers to secure a copy of this volume.

AMAL K. SIDDHANTA.

Craven, Thomas.—*Men of art.* New York, Simon and Schuster, 1931. 524 pp. illus.

Few writers on art can boast of as varied a career as Thomas Craven. He has in turn been newspaper-reporter in Denver, school-teacher in California, railroad night-clerk on the Santa Fe in Las Vegas, common sailor before the mast to the West Indies, and English professor in Porto Rico; himself confessing that he proved a failure in all of these occupations. Necessarily one need not anticipate a formal or laboured history of art from such an author and Mr Craven is by no means the usual type of art-critic. Refusing to be bound in any way by the dicta of the art-schools he has dealt in this volume merely with those artists whose work seems to him outstandingly significant and has revealed in his treatment an originality, a wealth of information and anecdote, a keen critical judgment and a sense of humour that are refreshing. Mr Craven knows what he likes in art and why he likes it, and his book is stimulating and full of vitality and colour. Among his major enthusiasms are Giotto, Michael Angelo, Rembrandt, Rubens, Blake, Hogarth, Turner, and Daumier, Of Velasquez he is surprisingly critical, Goya and El Greco of the Spaniards both holding a higher position in his estimation than the more generally accepted master. Ryder he regards as the only great American and the eccentricities of such sensationalists as Pissarro, Gauguin, Matisse and others of the ultra modernists he flays most adequately although he is in no way

enamoured of academic art. His pen-pictures of Florence and Venice at the height of their glory, and his caustic comments on "romantic" Spain, Philistine England, and on the art of David and his fellows are vivid and convincing, while his generalizations on the nature and purpose of art provide ample food for careful consideration. In short this is a fascinating book for the art-lover, and one that will inspire much profitable discussion and disagreement. The pictures are well-chosen and illustrate aptly his points.

F. MOWBRAY VELTE.

Mayo, Katherine—*Volume Two*. London, Jonathan Cape, 1931. 262 pp. This book is for the most part merely a digest of the evidence and report of the Indian Age of Consent Committee 1923-1929,—a report which was published in Calcutta in 1929. Miss Mayo uses the report of this Committee to prove the justice and authenticity of her statements on the subject of Indian child-marriage in *Mother India*, and to make her case as strong as possible has rejected all Muslim and European testimony and confined herself exclusively to Hindu witnesses. The result is a most convincing volume, and there is little doubt that the evidence before the Age of Consent Committee corroborates most of Miss Mayo's charges in *Mother India*. Miss Mayo concludes her book with two or three chapters in which she endeavours to prove that the Sarda Act has really been a hollow mockery and farce, a non-effective piece of legislation to whitewash modern India for the eyes of the West, especially America. We have a feeling that at this point the author goes too far, and allows prejudice to blind her eyes to the real desire for reform on the part of serious minded and public-spirited Indian leaders, which prompted the passing of the Sarda Act. The book as compared with *Mother India*, is dull reading, lacking the spice of style—bitter though

it was—that characterised that upsetting book. It is, however, useful in that it contains in briefer and more understandable form the substance of a report which should be of interest to every-one who loves India.

F. MOWBRAY VELTE.

Coyajee, Sir J. C. *Indian Currency System 1835—1926; Sir William Myer Lecturers for the year 1929. Madras University, 1930.*

It is a valuable addition to literature on Indian Currency. The author was a member of the Hilton Young Commission, whose recommendations have been subjected to so much adverse criticism. The book is in a way a justification, and an exposition of the recommendations of that Commission. In the earlier portions which is a sort of running commentary on official and semi-official documents relating to the subject since the 'thirties of the nineteenth century, an attempt is made to show that the Commission's recommendations embody what is merely a natural consequence and a self evident corollary of the historical development of our currency system. The later portion is a justification of the same in the light of developments since 1926. The book was written before the 21st of September, 1931. The events leading upto that historical day must have shaken the author's belief in the soundness of his views. They show in an almost tragic form the evil consequences of over-valuation; and that adjustment of prices to an over-valued currency is not as smooth and easy an affair as is sometimes supposed. Any way, the book is a scholarly work, the result of a long and enduring interest in Indian currency problems; and should be read by all serious students of the subject. It is to be wished that the misprints were fewer. They are too many even for an Indian publication of preset-day standards.

KRISHAN DATTA.

Schmalhausen, Samuel D. *Why we Misbehave.* New York, Garden City Publishing Co.

Schmalhausen's book, "a catalyzer of human thought," is one of the most forceful expositions of the findings of new psychology. Psychology which began as an abstract science has now reached a stage where it can be safely said that life has become its laboratory and human personality its subject-matter. "That psychology is the key that unlocks the secrets and intricacies of human nature is on the shining threshold of realization." Psychology is now wedded to psychiatry—"a most fruitful marriage, if not a very happy one." In the new psychology not so much man's rationality as his irrationality is studied. Not organs but organisms behaving in a society occupy the attention of the new psychologist. Not the modes of life of grown up individuals but infantile reactions are regarded by him as most important. There are two great instincts in man; sex and ego. Two great psychologists of modern times have studied them. Freud's studies in sex have revolutionised an age-long morality and Adler's deep observations regarding the sense of ego show how civilization is a great pretence to gain power, profit, prestige. The author in his gripping style describes how the modern world has embraced Freud's ideas and how a sexual revolution has already swept over the modern youth. "There are three new phenomena under the sun; economic independence for women, the gulf between puberty and mating and the logic of contraception." "The centre of gravity has shifted from procreation to recreation." "Sex delight has captured the minds of men and women eager for felicity." Old morality and Christian ethics are regarded as great hypocrisies with which humanity has deluded itself. Sexual love with all its candour is being hailed as the saviour of the world. "The vital essence of

the quite new morality is its reputable shamelessness." The cult of expressionism is the modern youth's joy. The reader as he passes from picture to picture which the author in short crisp sentences draws with his mighty pen is left with the impression that the pendulum has run to the other extreme; that Freud in emphasising sex is making no distinction between psychological facts and ethical values, between the patient in his clinic and the man on the road. The madness with which Freud's ideas are being reduced to practice is really astonishing. The old morality that allowed sex energy to be used in many useful ways other than those of reproduction and recreation was not hypocritical as Freud thinks. One might as well call the breaking of horse and yoking it to a carriage to serve many useful ends as hypocrisy. The truths of the old morality will come to their own again when the craze for expressionism has run its tether and the followers of the new cult have exhausted and landed themselves in a "drunken chaos." In chapter III the author describes the roll of inferiority in human behaviour. The helpless *homo* has always set up institutions and rituals to protect his sense of superiority and pamper his ego. Civilization is a camouflage to gain power, profit and prestige. "The psychology of human behaviour may be summed up pithily as follows:—deification for me, damnation for thee." There can be peace and harmony in the world when men learn to live for others and not for themselves. This the author calls humanisation. There is a need for re-education and modern psychiatry runs to our rescue. In the last chapter of the book the author puts up a plea for the mental hygiene movement and suggests how the work can be carried on in educational institutions. A psycho-sexual inventory given in Chapter IX will be found very useful by workers in the field of educational psychiatry. The book closes with short descriptions of psycho-neurotic situations in some of the colleges.

R. R. KUMRIA.

Symonds, John Addington. *Autobiography of Benvenuto Cellini.* New York, Garden Pub. Co., pp. 403.

"All men of whatsoever quality they be, who have done anything of excellence, or which may properly resemble excellence, ought, if they are persons of truth and honesty, to describe their life with their own hands."—With these words Cellini begins his unique autobiography. Every student of psychology, every lover of art,—nay all who are lovers of humanistic studies will do well in reading this unique autobiography of one of the world's greatest artists. Born in 1500, Cellini hewed his way through the years that mark the peak of the Italian Renaissance in art. As artist, metal worker and sculptor, his services were demanded by Pope, Prince and King. With the greatest difficulty did he gain release from one person to serve another, finding it necessary at times to flee in secret. Cellini was something of a psychologist—because he could read aright his turbulent disposition—but he was never a man with a great philosophy of life. He expressed his philosophy of life when a rival of his broke a leg and died with the expression, "Even may it seem that God keeps account of the good and bad and to each one what he merits." Cellini does not mention however whether he applied the same philosophy to his own case, when he broke his leg whilst fleeing from prison. (P. 202). Though it is a fact that in temperament Cellini is comparable to one of the Three Musketeers (Dumas) yet it need not be forgotten that in candid expression he is perhaps unrivalled in the world of autobiography. Cellini's autobiography is sold by booksellers in England and America in many inexpensive editions. Here is one which will suit all pockets.

AMAL K. SIDDHANTA.

Thurber, James & White, E. B. *Is sex necessary?* Blue Ribbon Books, N. Y. 197 pp. 403 illus. by James Thurber.

Heywood Broun characterizes this volume as "one of the funniest burlesques ever written," and to any one familiar with the contents of the flood of psychological and sociological discussions of sex that clutter up our bookstores at the present time, has an instant appeal. For the authors succeed admirably in making sport of the findings of learned sex-savants and provide one with real diversion. Their humour presupposes intelligence on the part of the reader, and is designed exclusively for the sophisticated, as is all the humour of *The New Yorker* of whose editorial staff the authors are members. The drawings by Thurber are delicious and the absurdity of the frequent footnotes and of the glossary constitute an ingenious indictment of Pedantry.

F. MOWBRAY VELTE.

Underhill, Evelyn. *Mysticism.* Rev. Ed. New York, Dutton.

Underhill *Mysticism* is an old book; yet its revised edition deserves a fresh review. It makes an imperative claim on our attention, not only because it is more polished now but also because after modern psychological researches the claims of the mystic come out in relief. In the present atmosphere Underhill attempt becomes a great corrective to those wanton critics who have all along despised mysticism and associated it with magic and black art. In Chapter VII, Part I the author draws a valuable distinction between *Mysticism* and *Magic*. Those who have indulged in extravagances of thought by confusing the one with the other have—like the cat who said the grapes were sour—turned back baffled from the heights they could not scale. *Mysticism* is the completion of all philosophy. "When science, politics, literature, and the arts—the domination of nature and the ordering of life—have risen to their height and produced their greatest

works, the mystic comes to the front; snatches the torch and carries it on. It is almost as if he were humanity's finest flower; the product at which each great creative period of the race had aimed.

Freud and his zealous followers call religion a great illusion to which humanity has subjected itself. Mysticism as religion's cap and dome has come in for severe criticism at the hands of some of the Freudians. Mystic trance, ecstasy, rapture and visions have been dubbed as neurotic phenomena. Those Freudians ought to know that the claim they put forward is unfounded. They have so far been busy with the diseased side of the sub-conscious mind. They have discovered in that underground region nothing but untidy sentiments or complexes shaping man's vagaries. In the same region the mystic sees slumbering gods that await a sympathetic touch from the conscious mind to awake and overcome Freudian Titans. It is with the awakening of these gods that mystic education begins. The attempt to do it is not due to repressed sex, but its source lies in a definite urge which is in humanity from its very birth and which displays itself in a few persons. "We meet these persons in the east and west; in the ancient, mediæval and modern worlds. Their one passion appears to be the prosecution of a certain spiritual and intangible quest, the finding of a 'way out' or a 'way back' to some desirable state in which alone they can satisfy their craving for absolute truth. This quest

for them has constituted the whole meaning of life." There are quacks in all spheres of life and among the mystics also their number may be considerably great. Much of Pseudo-mysticism may be Freud's phenomenon of 'transference;' still genuine mysticism exists. It is born of a definite urge seeking a definite end for the realization of which there is a definite course of education. Mysticism is a dynamic phenomenon. It is a life to be lived marked by a clear course of evolution. Every stage of progress is well defined. In the book under review the author in his own graphic way takes the reader through all these stages of awakening, purgation, illumination and introversion (Recollection, Contemplation and Quiet), and the unitive life. The whole of the "mystic way" is beautifully depicted. The author takes pains to show that the growth of the mystic consciousness is governed by simple psychological laws which the future clinical psychologist might have time to study. The book is for the serious-minded and a careful perusal of it will dispel many a nebulous idea about mysticism that most of us carry in our minds. An Appendix containing a historical sketch of European Mystics from the beginning of Christian Era to the death of Blake is attached at the end. The names of almost all important mystics, with short biographies are found here also.

R. R. KUMRIA.

Books to Read.

(Continued from page 91.)

worth taking from various points of consideration.

Powicke, F. M.—*Medieval England 1066—1485.* London, 1931. This little book belongs to the Home University Library of Modern Knowledge and gives a readable account of some aspects of the mediæval English life.

Sherlock, R. L.—*Man's Influence on the earth.* London, 1931. It is

one of the publications in the Home University Library of Modern Knowledge and treats of man's action on Nature in its geological aspect. He is described primarily as an agent of denudation, how he disturbs the flow of underground water in mining operations, causes subsidences, produces mineral compounds unknown to nature, changes the courses of rivers, fills lakes and makes new ones, checks or promotes sea-erosion and modifies climates.

*Books to Read

Surendranath Kumar

Imperial Library, Calcutta.

De, S. C.—*Stray thoughts.* Calcutta, 1931.

It is a collection of essays, mainly on ancient Indian literature and culture. The conclusions might not always be acceptable, but there are materials which would afford ample fund for thoughts to the scholars. Dissertations such as Public Speeches in Ancient India and Action in Oratory, the sublime and the ludicrous, which at least is of general character, are very interesting and enjoyable and at the same time scholarly and thoughtful.

Ross, Sir E. Denison. *The Persians.* Oxford, 1931.

It is a short compendium of Persia in all its aspects, geographical, historical, artistic and literary. It makes Persia more of a reality to the general inquirer and enables him to think of the country not as a strange and remote land, but as one as real and living as any country nearer home.

Wortham, H. E. *Mustapha Kemal Pasha of Turkey.* London, 1930. The book is published in the series *Makers of the Modern Age*. The work shows in a nutshell how the Turkish Republican epic grew in dimensions and splendour as its hero fought his battles and delivered speeches explaining the object and the goal to attain and making the people understand and appreciate the real state of things and the ultimate end they are striving for. The book throws light on the fact as to how Angora happened to have the preference over Constantinople and why the Turks retired from that citadel of culture and civilization of which they have been enjoying the heritage since the middle of the 15th century.

Keith, Sir Arthur. *Ethnos; or the problem of race considered from a new*

point of view. Kegan Paul, London. This small book forms part of the *To-day and To-morrow* series and deals with the various problems resulting from the race differentiation and the evils arising therefrom. The author concludes that the problems of race can be understood and showed by approaching them with a knowledge of the past. The theory of evolution of man should be constantly applied in the affairs of every day life, as it is the only clue to the solution of perplexities of racial animosity.

Ludovici, A. M. *Lysistrata; or Woman's Future and Future Woman.* It is published in the *To-day and To-morrow* series and is a masterly discourse on the burning question of the day, namely the future of womanhood. The treatise will, I am sure, "stimulate many unthinking people to a re-examination of their table of values".

Birnastrugl, H. J. *Lares Et Penates or the Home of the Future.* It is a small treatise on the dwelling houses and the housing problem in general and belongs to the *To-day and To-morrow* series. The author prognosticates what the future dwelling houses will be like with regard to their usefulness, health and beauty.

Guedalla, Philip.—*The Duke.* London, 1931. It is a new biography of the Duke of Wellington. The work is copiously illustrated. The author approaches his subject with all the devotion of a worshipper to his god, but in spite of this slight tinge of Boswellism the book is

(Continued on page 90.)

*Will the readers of this journal kindly let us know if such lists will be of use to them? If accorded welcome we shall request prominent librarians to contribute such lists regularly.—Ed.

THE MODERN LIBRARIAN

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(Melvil Dewey)

THE MODERN LIBRARIAN, LAHORE.

The Poetry of John Masefield

Dr F. Mowbray Velte, M.A., Ph.D. (Princeton.)

THE work of the late poet-laureate, Dr Robert Bridges, may justly be regarded as "caviare to the general," for, with the exception of one or two unforgettable lyrics, a genuine appreciation of and joy in his poetry is reserved for the chosen few. One can make this assertion despite the somewhat surprising sales-popularity of "The Testament of Beauty," for in very large measure that popularity has been founded more on a worthy admiration of the youthful spirit and energy of the gallant old poet which enabled him to attempt a poem of such magnitude at such an advanced age than on any immediate popular appeal in the work itself.

In contrast to Bridges, who was essentially a poet for the connoisseur, John Masefield, his successor is very distinctly a popular poet. To this the wide sale of his poems is adequate evidence, and the most cursory acquaintance with his work will make clear the bases of his almost universal popularity.

To begin with Masefield is primarily a narrative poet and all the world has always loved a story. Possibly storytellers have never had a greater appeal than to-day, especially if their tales are dowered with the flavour of romance. We live in a world of offices and factories, of daily grind and drab raiment, of hectic pursuit after artificial and tinsel amusement as a relief from the dull monotony of existence, and the well-spun yarn of unfamiliar things satisfies, or at least appeases, our longings for change and adventure. Herein, lies a large part of Masefield's secret.

For few poets, past or present, have had the laureate's ability to tell a tale in verse, and few poets have told tales

that are more touching, more striking or more realistic. His vogue began with the publication of *The Everlasting Mercy*, spirited, startling, novel, and human in its treatment of the poor. It was continued with the production of *The Widow in the Bye Street*, *The Daffodil Fields*, *Dauber*, *Reynard the Fox*, *Enslaved*, *Right Royal*, and *King Cole*, stories all of them and each a tale fresh, different and gripping.

It was through *The Everlasting Mercy* that I personally was introduced to Masefield's work, and I have remained true to my first love although I recognise the grounds on which many prefer *Dauber*.

When it first appeared, *The Everlasting Mercy* shocked people by the coarseness and crudity of a great deal of its language and by its apparent vulgarity and brutal frankness. Surely this was not of the stuff of poetry, and there is, it must be confessed, at times a blatancy in the poem that seems unforgiveable. But the language is deliberate, though perhaps over done, for *The Everlasting Mercy* purports to be a plain, unvarnished tale of a very low and ordinary person, a drunken, dissolute, foul-mouthed sinner whom God's everlasting mercy reached down and reclaimed from the filth and the slime. And there is enough of Saul Kane in each of us to make this story of his conversion gripping and indelible.

An affinity has been traced by one critic between Masefield and George Crabbe, of whose death this is the centenary, and this affinity can best be established on the basis of *The Everlasting Mercy* and *The Widow in the Bye Street*. For Masefield is like Crabbe a grim realist of humble life and a profound student of

"The green hill once grim with
sacrificial fires";
"The rocks" "Coming on slow
wings;
Cawing or blackly circling in enormous rings";
"the half-burnt moon" riding "her
starry trackway";
"the drooping fir-trees" letting
"their darkness trail,
Black like a pirate's masts bound
under easy sail."

Little phrases full of accurate Wordsworthian observation like "the poultry-stricken grass" or "the selvage of the brook" show the true poet's eye. And in contrast we see nature in all its wildness and horror on the South-American pampas in vivid but ghastly lines like "Big gassy butcher-bubbles burst on the ooze" or "the steaming river loitered like old blood."

Nature in all her moods, and the beauty that underlies them all, this we can find in Masefields, and nowhere is he more at home than when he describes the wonder, the romance, and the terror of the sea.

In this connection the two lyrics of innumerable anthologies, *Sea Fever* and *Cargoes*, immediately come to mind. The vividness of *Sea Fever*, linked as it is with a haunting melody, captures and enthralls us, and even more musical, colourful and full of rich romance is *Cargoes*, but Masefield's greatest poem of the sea is indubitably the longer poem *Dauber*, the story of the artist who sailed before the mast as ships' painter "to see the sea and ships" and to interpret them to the world on his canvases of the future as they have been pictured before. The tale in itself is full of beauty and of sincere pathos, but what really makes this poem great is the setting.

Lines of stern realism lay before us all the terror of the storm. Word-picture after word-picture suggests the variety and intense vigour of a series of Arthur Briscoe etchings. We see the sailors swaying high on the foot-ropes

while the wind screams through the rigging, and stabs rain and spray in their faces. We see them again in the darkness, and in the snow storm, chilled to the bone, reefing the sails with frozen fingers.

"The yard was shaking, for a brace
was loose.
He felt that he would fall; he clutch-
ed, he bent,
Clammy with natural terror to the shoes
While idiotic promptings, came and
went.
Snow fluttered on the wind-flaw and
was spent;
He saw the water darken. Someone
yelled,
'Frap it; don't stay to furl! Hold on!'
He held,
Darkness came down-half-darkness-in
a whirl;
The sky went out, the waters dis-
appeared.
He felt a shocking pressure of blowing
hurl.
The ship upon her side. The darkness
speared
At her with wind; she staggered, she
careered,
Then down she lay. The Dauber felt
her go;
He saw his yard tilt downwards. Then
the snow
Whirled all about-dense multitudi-
nous, cold—
Mixed with the wind's one devilish
thrust and shriek,
Which whiffled out men's tears, deaf-
ened, took hold,
Flattening the flying drift against the
check.
The yards buckled and bent, man could
not speak
The ship lay on her broadside; the
wind's sound
Had devilish malice at having got her
downed."

Masefield has linked with the story of the Dauber's dauntless quest for beauty an epic of heroism, "of man's toil, compassed by naked manhood in strange places."

The poet has himself known the beauty and the fury of the seas and the trials that lie in wait for the wind-jammer. The great liner in all her daintiness is nowhere the theme of Masefield's song; he sings the glory and wonder of sails and the grimmest battles of those who go down to sea in ships.

Charles Williams (*Poetry at Present*) has with some justice called Edmund Spenser Masefield's brother in the muse and the patron of his style. For Spenser is the great romanticist among English poets, and in Masefield Williams sees the semblance of a like "expansive romanticism," the sea suggests to him buccaneers and galleons and gold and high adventures in distant and strange places. The *Salt Water Ballads* have a Treasure Island flavour that suggests Stevenson even more than the poet of *The Faerie Queene*, and we can well imagine Tusitala revelling in Masefield's rich verse-cargoes of romance.

Reynard the Fox is next to *The Everlasting Mercy* Masefield's most popular and probably most successful long poem. To begin with one cannot fail to notice the Chaucer-like completeness of the little thumb-nail sketches of those who gathered for the hunt. Like the figures in the prologue to the *Canterbury Tales* these people live for us.

There is the clergyman :—

"A pommel cob came trotting up
Round-bellied like a drinking cup
Bearing on back a pommel man
Round-bellied like a drinking can—
The clergyman from Condicote.
His face was scarlet from his trot,
His white hair bobbed about his head
As halos do round clergy dead."

Or Mayor Howe :—

"He was a lean, tough, liverish fellow,
With pale blue eyes (the whites all yellow),
Moustache clipped tooth-brush-wise, and jaws
Shaved bluish like old partridge claws."

Or coming nearer home :—

—"Minton-Price of the Afghan border,
Lean, puckered, yellowed, knotted,
scarred,

Tough as a hide rope twisted hard,
Tense tiger-sinew knit to bone.
Strange-wayed from having lived alone
With Kafir, Afghan and Beloosh
In stations frozen as the Koosh
Where nothing but the bullet sings.
His mind had conquered many things,
Painting, mechanics, physics, law,
White-hot, hand-beaten things to draw
Self-hammered from his own soul's stithy.
His speech was blacksmith-sparked and pithy,

Danger had been his brother bred;
The stones had often been his bed
In bickers with the border-thieves."

Many others are the figures thus etched for us, but there is no need here for the whole picture-gallery. But the forcefulness and the economy of this art is obvious. It has been criticised as being sketchy and even inept, but one cannot deny that it makes men live, and that it would be hard to find a poet, Chaucer excepted, who has done this sort of thing better.

There is besides in *Reynard the Fox* a very real joy in the English country-side and much beauty of nature-description in addition to the fact that here is a real animal story. For above all else Masefield arouses our sympathy for the hunted fox and succeeds in making us feel with and for him. We are aroused to admiration of his gallantry and experience a real relief when at the end he gives the chase the slip. We almost see with the fox's eyes and smell with his nose, and our hearts beat in unison with his.

In all his poems Masefield's major passion is the worship of and quest for elusive Beauty, and in his quest for Beauty he writes some magnificent lines.

There is that early lyric of rich-laden verse, entitled Beauty :—

"I have seen dawn and sunset on
moors and windy hills
Coming in solemn beauty like slow,
old tunes of Spain;

I have seen the lady April bringing in
 the daffodils,
 Bringing the springing grass and the
 soft warm April rain,
 I have heard the song of the blossoms
 and the old chant of the sea,
 And seen strange lands from under the
 arched white sails of ships;
 But the loveliest things of beauty God
 ever has showed to me,
 Are her voice, and her hair, and eyes,
 and the dear red curve of her lips."

And as his art advances even more
 worthy lines tell of his quest eternal in the
 sonnets of *Lollington Downs*.

"You are more beautiful than women
 are,
 Wiser than men, stronger than ribbed
 death,
 Juster than time, more constant than
 the star,
 Dearer than love, more intimate than
 breath,
 Having all art, all science, all control,
 Over the still unsmithied, even as
 time
 Cradles the generations of man's soul.
 You are the light to guide, the way to
 climb.
 So having followed beauty, having
 bowed
 To wisdom and to death, to law, to
 power,
 I like a blind man stumble from the
 crowd
 Into the darkness of a deeper hour,
 Where in the holy silence I may
 wait
 The prayed for gleam—your hand upon
 the gate."

The sonnets are Elizabethan in form, and while not Shakespearean speak in the true Elizabethan tradition. There are the same rich conceits, the same gorgeous adjectives, and the melody of the best Elizabethan sonnet verse. It is easy in them to trace John Masefield's literary ancestry and they breathe besides a deep-felt yearning, that insatiable yearning for beauty that is the soul of every true artist—musician, painter, or poet.

Masefield's faults have been abundantly pointed out to us by critics. His language we are told in the *Everlasting Mercy* is coarse and unseemly—and it is not seldom. So Masefield, it is asserted, is an adolescent, who has never grown up and matured and reached his full powers. But is it not best, one might reply, that he remain so irrepressibly young and full of idealism and romanticism. He strains for his rhymes and often throws in lines for rhyme and rhyme alone. This is unfortunately quite true. He not infrequently descends to doggerel and bathos. Again true. Much of his morality is trite copy-book morality. This also is true but it must be remembered that the morality is often absolutely in character. Copy book morality is the morality of Saul Kanes, is it not? The complaint is made too that his verse is lacking in real depth, that it is superficial and a but meretricious in its surface appeal. One is ready to admit some justice in this charge.

But whatever his defects there is no denying the poet-laureate's sincerity, his originality, his force, his energy, his observant eye, the music of his lines at their best, his straight-forward message, his love of the beautiful and his power to grip the ordinary man with a well-told story. Nor need there be any regrets that a man with such talents was chosen for the laureateship, an honour as well-merited by him as it was popular.

*The Elementary School Library

Miss Joy Elmer Morgan

Editor, Journal of the National Education Association, Washington, D. C

GUIDED growth is the supreme function of the school. With the young child physical growth—food, clothing, play, fresh air, sun—are especially important. With maturity the emphasis shifts to intellectual growth and the refinement of character. The wise teacher understands these shifts. He allows for abundant physical activities in young children but manages to plant the seeds of sound intellectual interests and habits in keeping with the child's individuality. If the child learns to learn in connection with his childhood activities, he will continue to learn in connection with his activities as a grown up. If he is made dependent and narrow by the school processes, the chances are he will remain dependent and narrow throughout.

The library is a liberating factor. It leads the child to appreciate books as tools which he can use in every activity of his life. He learns to love noble ideas, beautiful expression, and well-organised data. He learns to navigate in the sea of human thought. The rapid development of libraries both in the school and in the community is one of the remarkable achievements of the present period. It means a new intellectual life for the masses. The free public library may come to be regarded as America's most important contribution to the world's educational advance. A well-established reading habit fortified with library service in the home, in the school and in the community opens doors of unlimited opportunity. Anyone who reads biographies is impressed over and over again by the number of men and women whose candle of inspiration and purpose was lighted from a book. The reason is not hard to

find. Between the covers of books are found the master spirits of the ages.

What memory is to the individual, the library is to the race. To try to learn without the library is like trying to run without legs. It cannot be done. Intellectually, without a library a school can only crawl. It is likely to be stupid and dull so that pupil and teacher are glad to get away from it. Under such conditions, learning is uninviting; teaching, drudgery; reading, a task; and the art of using leisure happily and well, a neglected art—to be acquired, if at all, by accident outside of school.

The library is the heart of the school. It pumps the rich blood of life-thought into all the arteries of the school. To every child, to every teacher, to every subject, to every activity, it makes a constant and vital contribution. It brings new joy, new power, new achievement. Reading becomes a jolly adventure, history, an exploration; science, a quest; gardening, a delightful art; the shop, a window to the world of plans, designs, formulas and mechanical principles. In such a setting the child learns to learn.

The elementary school is the universal school not only in the sense that it reaches all the children but in the additional sense that it is the foundation of all future schooling. Whatever enriches the elementary school makes the task of all other schools easier and adds to the certainty and joy of learning. In this article we shall answer questions which school principals are constantly asking.

*Sent to the Library Service Section of the First All-Asia Educational Conference.

Should the elementary school have a full-time librarian?—Note that this question emphasizes personal service rather than books. Of course schools need books—many, many books well chosen—but the factor that makes a library live is the quality and spirit of the person who presides over it, who chooses the books, who organizes and displays them, who studies individual needs, who knows when children need help, and when they need to be let alone. Unmistakably the heart and core of an effective library is the librarian. It is taken for granted that a college needs a library and a librarian. High schools are now demanding full-time librarians so persistently that first class candidates are as scarce as hen's teeth. Pioneering elementary schools are also establishing the practice. Never have I met an elementary principal, a high school principal, or a college president, who had magnified the library that was not enthusiastic over the result? At no other point will a dollar earn such large returns. The right kind of library service will lift a school to an entirely new level of excellence and happiness. The professionally trained librarian is the soul of the library. Librarianship is both an art and a science. The able librarian knows books, people, and events. In these days of quick advance, that means careful training and constant study.

Every elementary school with ten teachers or more may well have a full time librarian with a special room set aside for its library. Such a school will do more for the education of the children and will do it easier with nine teachers and a good librarian than with ten teachers working without this special service. We have always thought a library necessary to a college. We have gradually discovered that it is essential to a high school, but I believe it is even more important for an elementary school because it is here that the fundamental habits and interests are largely established.

Schools with fewer than ten teachers may work out a combination by which

one teacher will give part-time to the library service and the remainder to teaching. One teacher rural schools may be taken care of by the development of country libraries which provide special services from a central library as in California and some other states.

How can the school library improve teaching? To the teacher, the school library is a wonderful blessing. It makes learning an adventure and teaching a joy. It is a pleasure to watch children as they enter the library room. There is an eagerness, a delightful atmosphere of expectation followed by discovery and complete absorption as the cherished book is found. This is as learning should be. There is something wrong with the school which is always dull and mournful. Spurred on by their natural eagerness and curiosity children will perform the most difficult tasks.

The school library bridges the gap between the water-tight compartments into which scholars have divided knowledge. It helps the child to discover the unity of knowledge and to learn many important things which are not contained in the formal courses. Above all it enables the child to form companionships with books and the habit of learning which carries over into the home, office, shop, or farm.

How can parents be led to see the needs? Every parent is eager to give his child a fair start. Parents frequently consult librarians and teachers as to what books it is best to buy for Christmas and birthdays. They enjoy knowing that their children are reading worth-while things. They can easily be led to see that the quality of a child's reading will determine the quality of mental life thus influencing deeply his happiness and success.

How can a school establish its library?—The ideal is to employ a full-time librarian with a generous book fund and ample provision for housing. At the other extreme is grim necessity which most

schools face. They have a limited book fund and no provision for special personnel. Even under these conditions beginnings can be made. Parent teacher associations sometimes work on this problem with excellent results. They may raise the money themselves as one association did by the simple process of presenting each child a book on his birthday which he in turn presented to the school library. Or a committee of parents may approach the school board to request provision from public funds for this essential activity. At first the library may be housed in a former spare room or even in the principal's office with most of the books scattered among the various classrooms. Later a classroom may be set aside. A teacher who is especially interested may be encouraged to take a library course in a summer school. A board of education could make no better investment than to continue the salary of a teacher while she is taking such a course. Eventually a full-time librarian may be secured.

*How should school libraries be housed?—*What the living room is to the home, the library is to the school. It should be centrally located, well-lighted, properly ventilated, conveniently arranged. It should be beautiful and quiet. It may well suggest for the child an atmosphere of ease and happiness. It is better to make the mistake when building a new building to be too generous rather than too stingy in providing for the library. This phase of school life grows rapidly when it is given a chance. A limited experience with children who are not used to books is not a fair indication of what will happen among children who have been trained from the beginning to use books easily. In adapting old buildings to this new feature, it is surprising what can be done by turning a class room into a library, selecting one that is centrally located. There is no problem which elementary principals could more profitably work at than to develop plans for school library rooms of various types.

*How much should be spent for books?—*The best answer is, as much as possible. It takes several hundred books to make a good beginning. The best authorities agree that a dollar per year per child for books other than text-books is a desirable minimum. This seems small indeed as compared with the value of the child's time and the cost of teachers, buildings, and equipment.

*What is the relation of the school library to the curriculum?—*As every teacher knows, children like to find things for themselves. They will search through many books in the preparation of debates or themes often discovering new interests in their leisure hours. The school curriculum is always out of date. At best it deals only with the major subjects. The new things and border line interests which do not fall into the formal courses are often more interesting to the child than the regular work. The school library provides for this liberating and widening interest. It also fortifies and enriches the regular subjects. It is especially interesting to group the books of a school library with the seven cardinal objectives of education in mind, so as to bring out their contribution to health, to the art of learning, to worthy home membership, citizenship vocations, leisure activities, and the formation of character. Who can estimate the influence which the biography of Benjamin Franklin has had upon the character of many of our most influential men? Dozens of prominent schoolmen have told me how, as young men, they used his plan of self improvement to the home library.

*What is the relation of the school library and the public library?—*What the school is to the larger learning of life, the school library is to the use of books in home and community. People who build their home library with discrimination prefer always to examine a book before buying. They want to buy the best. They want to buy the books that belong especially to them. They want to include a few favourites that they can

live with as book companions—a sort of foundation for their intellectual lives. Beyond the home library and the school are the broader activities of the community. The child who learns to use a school library takes naturally to the public library. He knows how books are

made, and, how they are arranged. He has tasted the joy of going from one book to another even as bees in the clover patch. He has laid the foundation for the happiest of all gifts, the art of browsing.

Libraries and Books on Art

Mumtaz Hussan, M.A.

THE spread of books is marvellous. When we recall the indescribable difficulties that separated book-lovers from books in the past, we cannot fail to be astonished by the ease with which we can get books nowadays. But more astonishing than the spread of books is the publication of masterpieces of art, those gems which are among the greatest works of humanity on this planet. Formerly it was impossible for the ordinary person to get a glimpse of masterpieces in case they did not present themselves in his immediate neighbourhood. For while books could be copied out and passed from hand to hand, no such thing could be done with paintings or statues. Now it is possible for every member of the middle class to sit up in his bed and make himself drunk with a Raphael or a Rembrandt, to glance face to face on the glory that was Greece and grandeur that is the Renaissance. It is possible now to turn at once from the artists of Europe to the artists of Japan, and to appreciate the genius of both. He who reflects upon this impossibility made possible can certainly retain a faith in miracles.

This broadcasting of art has necessarily led to the multiplication of books on art. That which is easy to see is easy to discuss. And thus we find in almost every library worth the name an increasing number of volumes on art. These books are sometimes merely albums to which brief accounts and appreciations of the masterpieces included therein are append-

ed. But more often than not they are discourses on the theory and history of art interleaved with the actual work of the Masters. Thus they combine two most valuable functions and satisfy the student as well as the lover of art. Both albums and books on art are essential for every good library, public or private, and it is a real pleasure to observe our libraries responding to this great need. Art in all its forms has a chastening effect on the emotions. The more we come in contact with it, the better we become.

But volumes on art cannot be multiplied without grave danger to the volumes themselves. Thieves and scoundrels, whose only business in life is to mar the pleasure of others are always watching for an opportunity to prove their criminal skill. The writer has had many an occasion to deplore the existence of these shameless monsters in some of the biggest libraries of the Punjab, when he found blank pages by the score in place of pictures. To meet this danger, it is necessary that the Art Section in every library should be strictly separated and severely supervised. It is suggested that there should be separate rooms for this section and there should be chaprasis attached solely to them. Moreover, books on art should never be issued out of the library. Only thus will it be possible to prevent the tragedy which happens to all books on art, and to secure the happiness of the many against the black designs of the few.

Tagore as Philosopher-educationist

A. K. Siddhanta, M. A., S.T.M. (Harvard)

INDIA celebrated the other day the 'Septuagenary' of her great poet. The climax of these celebrations was reached about the end of December, 1931 when Calcutta celebrated a Tagore Week. On that day during the celebrations, representatives of all big Universities in India paid their respects to the Founder-President of a new University—a university with an ideal, an institution with a vesture—the Viswa Bharati at Bolpur Bengal.

From Santiniketan which was Maharshi Devendra Nath Tagore's retreat* for meditation, Visvabharati had to come. Visvabharati is not a mere research institution; it is a unique institution which seeks to put into practice the fusion and the inter-penetration of intellect and heart; for no idea is perfect until it reaches its realisation in practice.

Laotze, the great Chinese Philosopher says that the great sages, the perfect men, are like children and therefore they alone can understand children. Poet Tagore caught the cry of the sorrow of childhood,—as Prof. G. Tucci of the University of Rome once put it,—suffering from a system of education which was nourishing neither their mind nor their body; and he came back to the educational ideal of ancient India, to that free school—which reminds us of the Humanistic School of Italy and of the Rousseau movement in France—wherein the individual is no longer subjected to an external will, or to the rigidity of a programme but which allows of an

autonomous development of mind and spirit.

Some utilise knowledge for adding to their technical skill; others look at knowledge as a mere tool of 'culture'; some utilise their education for a worldly uplift, others for a social status and a few others again for individual uplift. Education as an ideal is not concerned directly with these details: it is concerned with the art behind the utilisation of the details of knowledge. Professor †Whitehead naturally asserts, "Education is the acquisition of the art of the utilisation of knowledge." Tagore would agree with Whitehead's interpretation and would do more: he would give you a concrete machinery to test the importance of such an utterance. Tagore is a practical philosopher especially when he approaches the problem of Education. Buildings do not create a good institution, personalities do. Tagore as a Dynamic force has become the centre of a group of devoted souls. He has brought all his talents—his poetry, music, philosophy and all his large hearted human sympathies for the service of man through an educational machinery.

To Tagore, Education is a powerful asset of man because it is one with life and it only can give us real freedom, the highest that is claimed for man, "his freedom of moral communion in the human world." According to Tagore, "Education has its only meaning and object in freedom—freedom from ignorance about the laws of the Universe and freedom from passion and prejudice in our communication with the human world.†" At Santiniketan School, Tagore has attempted to create an atmosphere of naturalness in their relationship with strangers, and the spirit of hospitality which is the first virtue in men that makes civilisation possible in this world. Tagore

* On the marble slab which marks the place of Maharshi's meditation is inscribed the text:—

He is the repose of my life
The joy of my heart
The peace of my spirit

† "The aims of Education": Williams and Norgate Ltd. (1929), P. 6.

‡ Address to the Concordia, Tokyo, 3rd June, 1929.

invited to his Visvabharati University thinkers and scholars from foreign lands to let his boys know how easy it is to realise our common fellowship, when we deal with those who are great. It is the puny who with their petty vanities set up barriers between man and man and an educationist must keep his institutions free from such elements. Tagore knew it and acted accordingly.

Tagore's University-ideal is so unique that its needs should be adequately quoted.

The objects of the Association running the Visvabharati University may be summarised thus:—

(a) To study the Mind of Man in its realisation of different aspects of truth from diverse points of view.

(b) To bring into more intimate relation with one another, through patient study and research the different cultures of the East on the basis of their underlying unity.

(c) To approach the West from the standpoint of such a unity of the life and thought of Asia.

(d) To seek to realise in a common fellowship of study the meeting of the East and the West, and thus ultimately to strengthen the fundamental conditions of world peace through the establishment of free communication of ideas between the two hemispheres.

(e) And with such ideals in view to provide at Santiniketan a *fore said* centre of culture where research into and study of the religion, literature, history, science and art of Hindu, Buddhist, Jain, Islamic, Sikh, Christian, and other civilisations may be pursued along with the culture of the West, with that simplicity in externals which is necessary for true spiritual realisation, in amity, good fellowship and co-operation between the thinkers and scholars of both Eastern and Western countries, free from all antagonisms of race, nationality, creed or caste, and in the name of the One

Supreme Being who is *Shantam, Shivam, Advaitam*.

As to membership of the Visva-bharati and of its constituent bodies, it shall be open to all persons irrespective of sex, nationality, race, creed, caste or class and no test or condition shall be imposed as to religious belief or profession in admitting or appointing members, students, teachers, workers, or in any other connection whatsoever.

The society is at present maintaining the following institutions:—Patha-Bhavana (School), Siksha-Bhavana (College), Vidya-Bhavana (Research Institute) Kala-Bhavana (School of Arts and Crafts) at Santiniketan, Institute of Rural Reconstruction at Surul and Visva-Bharati Sammilani (Association) at Calcutta and Dacca. The society manages its own press and publishing department.

The objects of Tagore's University are definite and yet broad, national and yet international, cultural and yet spiritual. Born in a definite atmosphere, that of the Brahmo Samaj, Tagore has gone higher than denominationalism and has spent all his money and energy in the creation of a University which if it proves a success will serve as an eye-opener to those modern pessimists who feel that sectarian education is the only suitable form in the educational world. A Hindu of to-day cannot find an easy entrance into an Islamic College, a Muslim is hardly welcome in a strong Hindu institution and a Christian Institution serves the Christian interest before others. All denominational institutions have their own denominational festivals and holidays in addition to some common holidays. These institutions do not look at education as one with life, rather, as one with a partial aspect of life. Tagore's educational ideal has much to teach us here, now as well as in our near future.

Will the older universities in India take a leaf out of Tagore's book and thereby serve India genuinely?

World's Great Libraries

Dr Henry Guppy

Librarian, John Rylands Library, Manchester

THE BRITISH MUSEUM

AMONG the world's great libraries of to-day the British Museum, the national library of England, takes rank by common consent before all others, chiefly, it is said, for the reason that in every language its collection of books is the best outside its native country. It is true that the *Bibliothèque Nationale* in Paris can boast of a larger collection of printed books and a richer collection of manuscripts, but in the matter of administration, organisation, and the accessibility of its contents to readers the British Museum yields place to no other library in the world. Its principal contents consist of about 3,250,000 printed books (of which 9,000 are incunabula), 70,000 manuscripts, 84,000 charters, with other collections such as maps, prints, and autographs in almost bewildering variety. Its catalogues, and in particular the "Catalogue of Printed Books," in upwards of sixty volumes, and the "Catalogue of Incunabula," of which six volumes have already appeared, challenge comparison with those of any other library. The Treasury grant for 1930-1, which covered also the Department of Antiquities, amounted to £215,400; as compared with the normal annual appropriation of the Congressional Library at Washington of £473,284.

The foundation dates from 1753, when the collection of Sir Hans Sloane was acquired. The library was first housed in Montague House, which was opened in 1759. The present building was completed and opened in 1837, but has become quite inadequate, so that schemes of enlargement of the accommodation have had from time to time to be devised. Since 1759, together with the

Bodleian and some other libraries, it has enjoyed the right of demanding a copy of every book entered at Stationers' Hall.

THE BODLEIAN

Of the English libraries, the next in size and importance is the Bodleian at Oxford, which, oddly enough, owes its origin to the Louvre. The portion known as Duke Humphrey's Library was founded by Humphrey, Duke of Gloucester, one of our generals in France during the closing years of the Hundred Years' War. He had considerable taste in literature, and for his share in the plunder of Paris he chose the books from the library of the Louvre. These, with others he had acquired, the Duke gave to the University of Oxford, and to accommodate them the room now known as Duke Humphrey's Library was built over the Divinity School, which had also been his gift. It was in 1439 that the first consignment of the Duke's six hundred books arrived, but the room was not completed until thirty-three years after Duke Humphrey's death. The room still survives, but during the reign of Edward VI. the desire to extirpate everything that savoured of popery led to the destruction of the manuscripts, and in the following reign of Mary even the shelves and desks were sold for what they would fetch. When in 1598 Sir Thomas Bodley began his work of reconstruction he found only the roof, floor, and walls, and it is therefore with perfect justice that the library has ever since borne his name. Within two years it was ready, and in 1602 it was formally opened. A couple of wings have since been added to form the great reading-room, shaped like a capital H, of which Duke Humphrey's Library forms the cross-bar.

The present contents of the Library consist of 1,378,500 volumes of printed books, including a large collection of incunabula, together representing 2,500,000 separate literary pieces and 40,000 manuscripts, not including charters and rolls, of which there is a large collection. The library has long since outgrown its accommodation for readers and storage, but relief will soon be forthcoming under the scheme of enlargement at present being considered, with the financial aid of the Rockefeller Foundation.

OTHER BRITISH LIBRARIES

The Library of the University of Cambridge, for the enlargement of which or its transfer to new buildings schemes are also at present under consideration, again with the financial assistance of the Rockefeller Foundation, dates from the early part of the fifteenth century, but its first great benefactor was Thomas Scott, Archbishop of York, who erected in 1475, the building in which the library was housed until 1755. Many other rich benefactions were received, including that of Bishop Moore's library of more than 30,000 volumes, presented by George I in 1715. To-day it possesses upwards of a million printed books, including a large number of incunabula, and 10,000 manuscripts, the most famous of which is the "Codex Bezae," presented to the University in 1581 by Beza himself. It is a sixth-century copy of the New Testament in Greek and Latin, written in uncials, and has the distinction of being the earliest known manuscript of the Bible in two languages.

The National Library of Scotland is a comparatively new foundation, which has been created by the transfer of the Advocates' Library to the nation in 1925. It had for long served many of the purposes of a national institution, with its 700,000 volumes of printed books and a rich collection of manuscripts and State papers. A generous gift of £10,000 has been made toward the endowment fund by Sir Alexander Grant, but there is a good deal of controversy about the site of the new building which is so urgently needed.

The National Library of Wales at Aberystwyth, founded in 1907, was opened in 1915. It enjoys the copyright privilege, and now contains some 500,000 volumes of printed works. It is very rich in Welsh manuscripts, including several famous collections, such as those of Sir John Williams Wynn of Gwydyr, Peniarth, Crosswood, and Carreglwyd, numbering upwards of 5,000.

In Ireland the library of Trinity College, Dublin, retains the copyright privilege, and has about 460,000 volumes and many famous manuscripts, including the Book of Kells.

BIBLIOTHEQUE NATIONALE

The Bibliotheque Nationale, the French national library in Paris, which was formerly the Bibliotheque Royale, is of ancient origin. There is mention of a collection of manuscripts of Charlemagne, but that of Charles V. is the most famous of the early collections. Its modern history may be said to date from the librarianship of J. A. De Thou, who was appointed by Henry IV. in 1593. In 1617 it received the right of receiving two copies of every book published in the kingdom, and at the end of the century it was thrown open to the public. At the beginning of the nineteenth century it contained but a quarter of a million of printed books and 83,600 manuscripts. The Revolution enriched it with many forfeited collections of private persons and religious communities, and Napoleon augmented the Government grant for purchase. To-day it is said to have 4,000,000 printed books, 125,000 manuscripts, 500,000 newspapers, and 3,000,000 prints and engravings. The library was installed in the present building between 1854 and 1875. To-day, one regrets to learn, the Government grant is so inadequate as to leave little or nothing for book-purchase after the cost of administration has been met.

LENINGRAD NATIONAL LIBRARY

In Russia the most interesting and extensive of the libraries is the National

Library at Leningrad, formerly the Imperial Library of St. Petersburg. Its nucleus was the famous library collected by two Polish aristocrats and noblemen, the brothers Zaluski, which was carried off to St. Petersburg after the capture of Warsaw in 1794. In the course of the following century it was enriched by a number of exceedingly valuable collections, including a large portion of the magnificent Hermitage Library, formed by the purchase of the books and manuscripts of Voltairo and Diderat by the Empress Catherine II.

Few libraries can have increased so rapidly, for its inventory, taken shortly before the Great War, gives the number of its printed books and pamphlets as 4,832,000, and its manuscripts as 331,100. Under the Soviet rule the library receives a large measure of State support. It is granted the right to receive copies of all the works printed within the Russian State, and enjoys exceptional privileges in the remission of postage and transport expenses. Its direction has been placed under the control of a council including representatives of various official and other bodies, but its internal organisation does not seem to have been essentially altered from what it was. The work of cataloguing and of the preparation of elaborate reproductions of some of its famous possessions proceeds with enlightened zeal.

AMERICAN LIBRARIES

The United States of America have not had the opportunities that Europeans have had over a period of centuries for the gradual accumulation of royal and princely collections and for the appropriation of the treasures of the religious houses. Indeed, until the middle of last century, little interest was taken in the institution of libraries outside the universities by our transatlantic kinsfolk. But since that time nowhere has the accumulation of books been so rapid, for to-day there are several libraries of less than half a century's growth which pos-

ess over a million volumes. The library of Congress at Washington now boasts of 4,100,000 printed books (including the scientific collection of the Smithsonian Institution) over a million maps, and over a million manuscripts, housed in the most magnificent library building extant. It claims under the copyright laws two copies of every publication, and has in addition an annual grant from Congress which makes other national grants appear insignificant. Last year, 1930-31, was an exceptional year with £139,701; the normal year amounts about £170,000. Another very important library in Washington is the Surgeon General's Library, probably the finest medical library in the world, with 750,000 volumes.

GERMANY AND ITALY.

In Germany the most important of the national libraries is the Prussian State Library in Berlin, formerly the Royal Library. It was founded in 1659 by the great Elector Frederick William, and was opened to the public in 1661. In 1699 it became entitled to a copy of every book published within the Royal Prussian Dominion. It now contains about three millions of printed books, including a very fine and extensive collection of incunabula, and also 59,147 manuscripts, 210,000 broadsides, and many other collections. This library has undertaken a most important piece of work of far-reaching influence in the form of an elaborate bibliographical catalogue of all the known incunabula. Four volumes have already appeared, but hitherto only the first two letters of the alphabet have been dealt with.

The next in importance of the German libraries is the Bavarian State Library in Munich, which owes its origin to Albrecht V., Duke of Bavaria, in the middle of the sixteenth century. Its collection of incunabula is particularly rich with 16,000 examples. The number of its printed books is 1,670,000, and it possesses some 50,000 manuscripts.

(Continued in Page 114)

Melvil Dewey

Kumar Munindra Deb Rai Mahasai, M. L. C.

President, All-Bengal Library Association,

THE world famous library worker Dr Melvil Dewey has passed away about six weeks ago after completing his 80th birthday. By his death the library world has lost a sincere friend, philosopher and guide. A void has been created which would be difficult to fill up. Dr Dewey is better known for his Decimal system of classification of books which has earned for him world-wide reputation. His system has been adopted throughout the civilised world and it has now become an international system for classification of books.

Dr Dewey was one of the founders of the Library Journal of New York and the American Library Association of which he was the Secretary from 1876 to 1890, and again in 1897 and 1898; treasurer from 1876 to 1880 and president in 1890-91 and 1893. During his term of office, the number of members rose from 69 to 14,815. He attended 26 conferences of the Association of which he was the life and soul. At an international gathering held in Chicago in 1926 on the occasion of the Fiftieth Anniversary Conference, Dr Dewey made a very humorous remark about himself in the course of his presidential address. He said:—"Forty-nine years ago in England at every place we stopped, I was asked if I was the son of Melvil Dewey who has been so persistent in library work and now I meet people who ask if I am the father of the hardworking Melvil Dewey who is still under the harrow."

The library movement in the world had its inception in America and the marvellous progress of the movement in that country is, no doubt, due to the untiring efforts of men like Melvil Dewey and his co-adjutors, Dr William F. Poole and Mr Winster. The American Library Association, which owed its existence to these pioneers' was

instrumental in the establishment of over 6,000 libraries in America. Recalling the early days of the Association, Dr. Melvil Dewey once said:—Dr Poole looked on his iridescent dream about the American Library Association and the things it might do with a feeling that the movement had one foot in the grave and the other foot on a banana peel. While our 1876 Conference had been a great success, we could not hope for another before 1900. I, the youngest of the delegates insisted that our great possible future needed at least an annual meeting and that if five others would come, we would hold it. And we did, though once there were only thirty of us.

You can imagine my joy in looking over this greatest audience in library history, seeing what the little movement has grown to. Fifty years of the past have put down the roots and brought bud and blossom and the fifty years to come will bear the fruit, if you who carry on the torch do your part.

"This library of the future has as its chief function to find and train leaders. The world has learned that Government by inexperienced councils and committees whose chief ability is to get elected is inefficient and wasteful. City managers, who are real leaders and are allowed to read are giving the best results.

"Our greatest need in librarianship is real leaders who should be given the power to lead. There is a tremendous work, if this broader education to be done. To do it is the birthright of the American Library Association, and unless we do it, the other agencies voluntary Societies, churches, and others may attempt it. It is an great work and it will require persistent patience and steady application for many

years after we veterans of the old guard have gone into the silence:—

“Heaven is not reached by a single bound;

But we build the ladder by which we rise

From the lowly earth to the vaulted skies;

And we climb to its summit round by round.”

The American Library Association has this wonderful opportunity. If you look at the library problem of the next fifty years serene, clear eyed and unafraid, you will see it.”

The gradual development of the library movement in America and the ideals which it had in view were very clearly explained by Dr Dewey in the course of his Presidential address at the Conference of the American Library Association held at Chicago during the world's Fair in July, 1893. He said:—“Since we started, our libraries have been steadily developing and the conception of our work is broadening all the while. The original library was simply for storage. Then comes the notion of reference, then the notion of limited lending of some books to some people, then the lending to all where it is paid for, and then comes the free lending library. To the ordinary mind, that is the climax. We have carried the library to the point where it is free to all the world. But that is only the beginning. Then come the branches; then the delivery stations; and the end is not yet, because the live librarians are going still further and are using the telephone and sending out books by messenger. The next step is when we shall send books by mail. The Government will make a cheap rate of postage, so that the libraries of the country shall at least be put on a plane with ordinary country newspapers.

“The old idea, when it was like storming a fortress to get into a library, has been entirely reversed, and the librarian at the present time is aggressive. He is just as anxious to send out a book as a merchant

is to sell his wares. We shall not reach this end to which we aspire if we belittle our own work.

“I lay down the gravel at the close of my 17 years' active official work for the American Library Association. A great beginning. My question is personal to each; have you done, are you doing, will you do your part? If the old library was splendid mausoleum or reservoir, the modern library is a quickening spirit. With justifiable pride in our past, unfaltering courage for the present, and unshaken confidence in our future, I declare this 16th general meeting adjourned.”

Dr Dewey delivered this speech about forty years ago. Since then, the library movement has made rapid strides in America. The outlook has broadened beyond our conception. It is difficult for us to comprehend the vastness of its resources in the diffusion of knowledge. With a view to create a love of books and a reading habit, travelling library boxes with choice collection of books now travel from door to door, inviting people with attractive slogans to make free use of the treasures stored in them, to enjoy the company of the great creative geniuses, the great philosophers and the masterminds in their own home. The wisest and the wittiest men that have lived in all ages knock at the cottage door and seek admission with all their learning and wisdom to bring solace even to the poor, the sick and the needy.

Although the current business depression is leaving its mark on the American public library, but far from pursuing a policy of indifference, the public library is being looked more and more, as a social service institution while the depression continues millions of people who are passing through a period of enforced leisure are being urged to capitalise their free time to improve their minds or “retrain” themselves and broaden their educational and vocational horizons. The idea of intensifying the adult education movement for the benefit of the unemployed is, no doubt, a novel one. Similar idea also prevailed in England.

President Hutchins writing in the spring number of the "Yale Review" thus sums up the situation in England which has an unemployment problem of long standing:—"The uses of unemployment are being displayed in England to-day, where through the workers' colleges. England is likely to emerge from the present depression with a working class more civilised, more intelligent, and better informed than prosperity could have given it."

Dr Dewey's sympathy with the library movement did not confine itself to the narrow limits of his own country but transcended the barriers of the Atlantic and the Pacific and reached this country as well. On the occasion of the 4th session of the Hooghly District Library Conference held in June last, he sent a message of goodwill for the future development of libraries in this country. His message ran thus:—"My 80th comes next fall, Dec. 10, and I am glad to welcome the world famous Tagore to our group of patriarchs. I am about starting north, 1800 miles to our summer club in the Adirondacks and have time for only this short message to your meeting.

"Your great work is to educate the public and your Government to grasp the full meaning of the modern library. The child is father of the man of to-morrow. An exhaustive study in New York City on what most influenced the child, developed that it was not the mother, nor the father, nor the teacher, nor the priest, but his reading. The world is rapidly learning that the common conception of education as the school's chief business, is overshadowed by home education which centres in libraries, and which is for all our life, not simply for youth in a limited course, and which is to be carried on in vacations, evenings and holidays concurrently with one's normal avocation.

"We never accomplished our best results in schools till we established our teachers' colleges and normal schools in which to fit qualified teachers. In the way we shall achieve great results in

libraries only when we provide similar professional training for librarians.

"But libraries cannot function unless people can really read, not like a parrot so as to pass the test for literacy, but they must be able to take the author's meaning from the printed page. Even in America with its boasted universal education, the Great War shocked us by the great number of people who nominally could read but in fact not in a way to understand or profit greatly.

"I trust your meeting may be a great success, that every delegate will go home with new inspiration for more and better work than he has ever done before."

Dr Melvil Dewey, the Edison of the Library profession, became an octogenarian on December 10th at Lake Placid, Florida, renamed to mate his wonderful accomplishment at Lake Placid in the Adirondacks, developed by his exceptional energy and genius for invention and organisation. Two volumes, compiled by his Florida friends, known as *Quest*, on the occasion of his eightieth birthday will form a fitting permanent record of what he has accomplished and the appreciation which he has earned. I beg to conclude with a poem dedicated to Dr Dewey by Mr C. A. Nelson:—

"Leader in chosen field you planned
Broad decimal scheme for books' array,
Schools for Library personnel,
Local Clubs and nation's A. L. A.

At eighty you well pleased may view
The golden fields of ripening grain,
Sprung from seeds that you have been
sowing,

Sowing ceaselessly with might and main

At ninety-two I rest content,
With sense of justifiable pride
That my life's lot like yours was cast
In helpful library work to bide."

Creative Criticism

M. S. Bhatta, M. A.

THE term creative criticism has been employed here in its widest sense. It does not simply mean constructive or appreciative estimate of the work of Art; it means something more as well. We all know that the main function of an Artist is to create beauty whether he employs the brush, or the chisel, or paper and ink, and in as much as he has succeeded in doing so he has earned the right of entering the Temple of Fame. He has won his passport, and nobody can possibly prevent him from getting enlisted among the immortals. He may have to wait at the entrance to show his credentials but eventually he must be admitted.

Now criticism has unfortunately come to mean the science of finding fault, or the art of bestowing praise; so that the professional critic like the editor of a popular magazine has to master an adequate number of set phrases and given ideas which he must learn to vary with varying occasions. His stock-in-trade consists of a number of startling statements which he can make either in favour or against those whose literary merit, or artistic achievements he is called upon to assess. He is usually a clever fellow, and knows which way the wind blows, and thus knowing the public taste and the exigencies of time and space wields his weapons accordingly to produce the desired effect. He is like a clever physician who more so than about his fees than the speedy recovery of his luxurious patient prescribes according to his patient's taste rather than the requirements of his science. Such critics have always existed and have been greatly encouraged by an over-busy public which cannot tolerate a radical departure from the beaten path.

Merciful Providence has not robbed this universe of His tender care in this regard

and true artists and true critics have appeared and helped equally the cause of human enlightenment. We have often accepted this fact, that as a rule, the critic has followed the Artist. The real thing however, is, that the critic has prepared the way for the advent of a great Artist. It is not necessary that the Critic and the Artist should appear as two distinct entities. I am inclined to think that there have been numerous Artists who have fulfilled the anticipations and the hopes raised by critics. As in science dreams are created first and fulfilled afterwards, in the same way the Artist is born in the occasional glimpses that the critic gets of a coming revelation in the throbbings of his heart and the momentary flashes of a distant vision. We are all familiar how Napoleon became steeled in his resolution the moment he inherited the legacy of conquering Italy by way of Alps; exactly in the same way does a great Artist and Scientist extend the domain of the Known by his conquests. In this sense a critic is undoubtedly a creative factor; but he is creative in more than one way. Another way in which he is creative is, in understanding and interpreting and introducing each new heavenly visitant who comes in our midst and by virtue of his great mission by finding us too far below his level remains a stranger often unclaimed; and occasionally even persecuted. The "creative critics" are his first converts who become his foremost disciples and propagate his ideals with the zeal of religious devotees until in the words of Shelley the world is made "to sympathy with hopes and fears it heeded not." Invariably the true Artist is a severe critic himself. Keats has said "My own criticism has given me pain without comparison beyond what Blackwood or the Quarterly could possibly inflict," and what

Keats has said every Artist has felt in the process of creation. Thus the Artist has to go through a severe discipline of self-criticism before he can justify his creation to himself. In fact, some highly valuable works of Art have been lost because of this hypercritical attitude of the real Artist. Let me come back to my point. The true Artist is also the best critic. Wordsworth in his Preface to the Lyrical Ballads and Shelley in his Defence of Poetry have given the world two finest specimens of creative criticism. However, it is very rarely that the Artist justifies his art to those who later on sit in judgment upon him. The Artist is too exclusively absorbed in his own creations to know what the outside world may be thinking of his achievements. He is unconscious of the limitations of time and space. He has identified himself for the time being with the thing in his hand, and is regardless of the frowns and favours of his fellowmen. Thus the process of criticism and construction goes on side by side in the mind of an Artist. He does not start with any given proposition and conclude by saying, "Now it has been proved". What do you think must have been the experience of the Architect who conceived of the Taj; for long before the Taj appeared on the banks of the Jamna it was floating in the vision of the Artist? I believe it appeared to him as a whole; as a monument not only existing in space but also in time; otherwise it could not have been a wonder for the world for the last three hundred years, and a miracle of artistic creation for all times to come. The critic unless he feels inspired and his "eyes roll in fine frenzy" is bound to feel circumscribed. He cannot, unless he has an inner vision see the Taj as a whole. He may look at it with the eyes of an expert, measure its dimensions, draw its outlines, and count its minarets, but only a gifted being alone can create the original picture of the Taj in his own imagination, and present the same to us.

So far we have dealt with the critic as an idealist who is a critic within himself and whose criticism is in the nature of a discipline which he imposes upon himself. Let us now take the case of those with whom criticism is a bit more conscious practice—I mean those who have proceeded from particular cases to the enunciation of general principles and which principles have come into clash with existing standards and conventions. Samuel Taylor Coleridge is the most noteworthy among these. He revolutionised the existing views of art by insisting on a new outlook that a critic should cultivate. He defined "poetic faith as the suspension of one's own faith" and prescribed that a critic should lay down principles for literary composition rather than find fault with what is written. Coleridge insisted that imaginative treatment of art was the only proper approach to Art. He thus introduced a new way of looking at Art by perfecting our apparatus of looking at it, instead of pointing out loopholes in the productions of Masters. Lamb, following in his wake gave the lie to those who were busy in improving upon Shakespeare and finding new and better endings for his Tragedies. In him we certainly have a creative critic who sounded a warning against a false view of life. Hazlitt's range of ideas and breadth of vision entitle him to a high place among creative critics; only his heavy and rigid style and invectives occasionally make him a bit overbearing.

These critics were also great writers and they had much in common with the great artists whose works they defended and praised beyond measure. They were, in their imaginations members of the same Brotherhood, and hence this imaginative sympathy between them and their idols.

Another illustration of creative criticism is where the critic imaginatively recaptures an experience and recreates something of its effect in the minds of those to whom it is presented. De Quincey's Knocking in Macbeth has always struck me as a unique

instance in the realm of *imaginative, re-creative* criticism. How through the medium of a penetrating and discerning intellect a trifling incident is expanded and rightly expanded to a critical moment in the history of a truly great soul. Surely this "Knocking in Macbeth" after reading this piece of criticism appears like an epoch-making incident even as a great battle or discovery in History or Science does. The creative critic thus has upon his shoulders the duty of bringing home to the common mind the significance of Art rather than find fault with it by insisting that there is little or no merit in works of Art, because he cannot soar sufficiently high or see sufficiently far.

I now want to approach the question definitely as to what the critic actually creates, and whether there is a sufficiently large number of the genuine admirers of his art and if it is safe to predict that in future the art of criticism also will inspire mankind as Painting, Sculpture and Music have done? This question to my mind is quite clear and inevitable when one tries to place criticism on a pedestal side by side with fine Arts, and my answer to this would be equally frank and bold. Criticism is a fine Art; as fine as poetry, and as delicate as painting, and as thrilling as music. This is the reason why Matthew Arnold has called poetry a "criticism of life." When we have such bits of criticism as "architecture is frozen music" or "music exists in time without existing in space and architecture exists in space without existing in time," we feel that the critic is condensing the meaning and significance of life in a manner even more effective than any other artist could do. 'If brevity be the soul of wit' then the critic is destined to carry the palm even before the lyricist and the sonneteer. A creative critic has the advantage of working without the trammels of poetic and plastic arts. He has to weave his magic out of words, and his words are used in their full force. Ruskin has somewhere declared that words are a power, and the art of criticism definitely shows what power they

are. I am aware at this moment of the destructive force of the words of a critic too, as has been exhibited in the consequences that followed such criticism in the case of certain well-known writers. I am, however, excluding this type of criticism as a manifestation of "the brute in man" which phase being a pathological development may well be left to mental doctors for diagnosis and treatment. Words never carry so much force as they carry with a born critic; for to quote the words of Alexander Pope critics are never made but, like poets, are born and therefore should not be as plentiful as they unfortunately are.

Criticism like Poetry can never be a popular art; and since some Arts can never become popular by their very nature, there is no reason why we should exclude them from the category of Fine Arts. We can never have any art which may be designated as an Art of the people, by the people and for the people; least of all criticism. Poetry, we are aware is an Art for the chosen few; it being an aristocrat among fine Arts,—and if poetry be regarded as a criticism of life then how can 'the criticism of this criticism of life' become any more popular than the least popular of Arts. If poetry be the essence and finer breath of things then its criticism must necessarily be something finer still—"Something better than the best." This may sound like idolising criticism and sublimating the ends for which criticism stands; and one may almost speak out in despair that if this is how criticism is going to be defined then Angels alone will carry out this work, as it is well nigh impossible for mortals to try this.

But this does not unnerve me as I am not one of those who have begun to despair of the angelic in man. On the other hand I believe, and have grounds for believing that the Angelic in man is asserting itself, and that in future works of true criticism will be produced by those who have something in common with the Angels and Geniuses and the Common man, because in the memorable

words of Goethe it is also a great thing to possess something in common with the commonality.

Is there any difference then between real critics and critics so called? Without trying to elaborately work out their palpable differences let me quote the poet who tells how far above the things of this earth his idols are :—

As far as art from cleverness,
As painting is from paints,
As far as signs from sacraments,
As pharisees from saints.

The above gives you also my true feelings as to how wide the gulf is between a creative critic and a critic who is barren of creative power. A Creative critic creates a feeling of harmony and peace whereas the other does the opposite thing exactly. He alas ! is the hero of Shelley's Lament who cries :

Alas I have nor hope nor health !
Nor peace within nor calm around
Nor that content surpassing wealth
The sage in meditation found,
And walked with inward glory
crowned.

The creative critics instead of carrying chaos and despair into the minds of people apply the balm and supply comfort in the midst of sorrow, and by their very presence make the desolatest place be a grace.

Let me now sum up what to my mind creative criticism implies in its final sense, and to what extent it is something which is needed for the production of healthy art and literature. Let me ask myself what those qualities are which an ideal critic should possess and under what conditions and circumstances is a critic to be allowed to use his creative weapons for the purpose of weeding out of the unwholesome stuff? The main purpose for which art exists is to give pleasure to mankind on the loftiest plane. Art must on no account compromise with sinor degrade itself to the extent of cater-

ing to the low desires and passions of our fellow mortals. A true critic is to act as an intermediary between the prophets, seers and poets who sometime come in advance of their times and imbibing the spirit of these masters lift mankind a bit higher to see, new vistas a bit more clearly. I am not trying to identify the critic entirely with the creative Artist. I know his functions are different, and so are his gifts and qualifications. This much however is common that he has almost feminine susceptibility to emotional impressions. He gives himself over to his subject. He is seized by it. He becomes possessed by it, and speaks in lyrical and oracular accents. He becomes the medium of the genius for the time being. He is lifted up by the contemplation of art and recreates something of its effect in his own writings. Now, there are six distinct processes involved in the art of criticising. 1. Impression 2. Analysis which need not be cold and unfeeling, but should be impassioned. 3. Interpretation 4. Orientation (placing the work historically). 5. Valuation, its unique value and general value. 6. Generalization, if the critic be philosophical.

The personality of the critic is always quietly pervasive and lends force and consistency to the writing. "Criticism should be in the words of Anatole France" the adventure of the soul among masterpieces. "It should not be merely a means for displaying the learning of the critic. The following are some of the simplest and yet most necessary precautions that a critic must take if he wants to make his art productive of some good. (a) He must avoid difficult and abstruse explanations (b) Must make no more assumptions than are necessary (c) Check unbridled audacity and premature and flabby generalisations (d) He must also avoid the tendency to moralizing and sitting in judgment (e) Last but not least he must renounce the desire to a personal property notion in regard to his ideas and he should as far as possible use the third person throwing the emphasis upon the work criticised, not upon his personal reactions.

In the end, I may add that a creative critic is as rare a phenomenon as a creative Artist. A true work of art is a revelation in the words of Tolstoi and cannot be made to order. This creative criticism is essentially an appeal to the reader to catch the writer's spirit, and think with him if one can or will, an expression not of any particular fact but the sense of it. A true critic is reading and revising the thoughts of the true Artist after him and by virtue of his

vocation must be a highly sociable, agreeable and even an inspiring companion instead of being a horror and bugbear as he has come to be; and his art the means of bridging that gulf which may divide the Creative ARTIST from the ungenerous and unsympathetic public which in its turn is enveloped in that thick fog of gloom and ignorance which the Artist has been commissioned to lift from above the head of his age and that of the succeeding generations.

World's Great Libraries

(Concluded from page 106.)

Italy is rich in old libraries such as the Laurentian in Florence, formed from the collections of Cosimo the Elder, Pietro de Medici, and Lorenzo the Magnificent, after whom it acquired the name the Laurentian; the Library of the St. Mark at Venice traditionally founded by Petrarch's gift of manuscripts in 1362, and opened by Cardinal Bessarion in 1468; the Ambrosian Library at Milan, founded by Cardinal Borromeo in 1609; the National Library at Naples, founded in 1714; the Central National Library at Florence, which is the largest after the Victor Emmanuel at Rome; and the National Central Victor Emmanuel Library in Rome, which for modern requirements is the most important in Italy.

THE VATICAN LIBRARY

But all these and the other libraries of Italy are eclipsed by the Vatican Library, which is probably the oldest foundation of the kind in Europe. It is the private library of the Pope, and was founded by Pope Nicholas V. in 1447, who at his death enriched it with 9,000 manuscripts.

It was added to and enlarged by Leo X., Pius IV., Pius V., and other Popes. The present building was erected by Sixtus V. in 1558, and in 1658 the famous Urbino library was acquired. Queen Christina of Sweden enriched it with a splendid collection of manuscripts and books, and in 1746 the Ottoboni collection of 3,862 German and Latin manuscripts was added. In mere number of volumes it is exceeded by many other libraries. Its printed books number about 400,000, with 7,000 incunabula. But its collection of manuscripts, numbering 53,000, contains some of the most precious in the world. The Codex Vaticanus, the oldest known Greek manuscript of the Bible, dating from the middle of the fourth century, is alone sufficient to make any library famous.

It has not hitherto been fully catalogued but since 1927 the task of reorganisation and cataloguing has been systematically undertaken by four Italian and four American libraries, with the financial assistance of the Carnegie Foundation.

(Manchester Guardian)

The College Library

Ratan Chand

Librarian, Hailey College of Commerce, Lahore.

(Concluded from our last issue.)

V. CIRCULATION WORK.

IN a college library the librarian should have an intelligent knowledge of the needs and interest of the students and professors and should adopt such rules and methods for the circulation of books which will give entire satisfaction to his community.

On joining the college each student borrower is required to sign a registration card, giving his name and residence and these cards are kept in a tray alphabetically arranged by names. A borrower's card is given to each student and he is responsible for all books issued on his card. Borrowers are required to keep their own cards, and books are usually not issued without cards unless under special circumstances or for overnight use. If a borrower loses his card, a duplicate is issued to him on payment of four annas.

Charging books. Books in college libraries are generally issued for two weeks to students. But books which are in great demand are restricted to 7 days. Current issues of periodicals and reports are not issued but back numbers are loaned for 3 days. Books issued for 7 or 3 days are not renewed. With these variations in the periods of loan it is necessary to mark each book so that it could be ascertained how long the book may be kept. While charging books the librarian or his assistant stamps either the *date due* or the *date loaned* on the book-card, the date-slip and the borrower's card.

For stamping *date due* four or five stamps are needed for charging different classes of books given out for varying

periods of time. After determining the date from the calendar the assistant sets one for fourteen days, one for seven days, one for three days, one for overnight and one with current date for discharging books. While determining dates the assistant should see that the books do not fall due on a Sunday or any other holiday. At the end of the day book-cards for books given out for varying periods are sorted for filing under date due.

When books are stamped with the *date of issue* only one stamp with the current date answers all purposes in charging and discharging. All book-cards for books charged in one day are filed back of date guide for that day. Since charges for varying lengths of time are filed together the period of loan must be indicated by differences in colours of book cards. In our library we are using *white* book-cards for 14 day books, *yellow* for 7 day books, *red* for 3 day books and *blue* for overnight books. The date-slips are also used of four colours corresponding the book-cards. On the *white* slip is printed that the book may be kept 14 days, on the *yellow* 7 days, on the *red* 3 days and on the *blue* overnight and must be returned before the first class the following college day.

Discharging books. When the book is brought to be returned the condition of the book is quickly inspected to see that it shows no signs of ill-usage. If the date on the borrower's card corresponds with that on the date-slip the librarian or the assistant, whoever is on the counter,

stamps in the column marked "Date returned" opposite the date indicating the charge. The borrower's card is returned to the student.

In order to complete the process of discharging the assistant withdraws the book-card from the charging tray, where it has been when the book is out, and returns to the book-pocket. When withdrawing the book-card from the tray he notes the date on the date-slip, finds the card behind the date guide by the call number. When found this is withdrawn. The author, title and accession number are compared with those on the book-pocket. In some libraries in India the old-fashioned book-pocket is still being used. It does not contain space to give necessary entries to check with the entries on the book-card. Only call number is given on the date-slip. This leads to many mistakes. Some book-cards are inserted in the book pockets of the wrong books. Thus complications arise. The new book-pocket* is like a bag and has enough space on it to write all entries that are given on the book-card. On it are written the author, brief title, call number and accession number. When returning book-cards to the pockets the assistant compares all the entries on the book-card to those on the pocket and then slips the book-card into the book-pocket. This avoids all kinds of mistakes. After discharging books, they are shelved on the bookshelves by their call numbers and are ready for re-issue.

Stimulation of circulation. Circulation of books can be stimulated in many ways in the college library. A bulletin board can be hung near the entrance to the library. This bulletin board unlike the notice-board should be without a glass frame. Attractive book jackets are pinned to the bulletin board

to call attention of the readers to new books arrived. To spur the continued interest of the students who come and go, the material on these boards must be frequently changed. Jackets may be arranged in such an attractive way as to please the eye and arrest the attention of the passer-by. The note or "publisher's blurb" is sometimes allowed to remain.

Another way of stimulation is that small groups of new books should be displayed separately. When an individual book or a small group of attractive books are separated from the mass and displayed prominently on display racks at a prominent place where these can be seen and examined by the reader. Books which are not taken by the students from the displays within three or four days should be removed.

Circulation of books can also be stimulated by putting lists of books on the notice-board which would be useful in students' subjects of study, for writing essays or preparing for debates. The librarian should be constantly in touch with all activities in the college and suggest books for study as the occasion arises.

The use of Periodicals can be stimulated by directing attention of the students to certain interesting and useful articles in the current periodicals. In our college we are experimenting with this work in a more systematic way. Immediately on the receipt of the Periodicals, they are entered on the Periodical record cards and sent to the professors teaching the subjects the Periodicals deal with. General Periodicals are looked through by the librarian. The professors are allowed to keep a Weekly for an overnight, a Monthly for 2 days and a Quarterly for 3 days. On a slip provided for for the purpose the professor puts down the useful articles with the pages on which they appear and return the Periodicals and slips to the librarian. The librarian writes these recommendations on a separate card-slip for each Periodical and

* These book-pockets can be obtained from library supplies houses in U.S.A. They can also be made to order locally from envelop manufacturers.

puts it on the board under the printed names of the journal which already hangs on the board. He also sometimes talks about the articles to his classes and students then rush to the library to read through them as they give up-to-date information on current topics and on the subjects of their study.

VI. REFERENCE WORK

Reference work in a college library is determined almost wholly by the college curriculum. The college librarian must have some knowledge of the subjects of study in the college in order to help students in the selection of books. He must know thoroughly that to help students in their studies is his first and chief concern. There are always a wide range of inquiries relating to books and bibliography about which the librarian ought to know more than a professor. The librarian should always be prompt to seize opportunities to suggest bibliographies on special subjects and show those not so familiar with library methods and tools how to make the most of them.

The college librarian must have at his desk the latest university calender containing the syllabus and courses recommended for study by the university on each subject. The librarian should also follow current world events and college activities alertly and buy books to match them.

Students often come to the library for bibliography on a subject on which they are required to write an essay or speak in a debate. The library is and must be the research worker's and debator's laboratory. There is also some voluntary use of the library wholly unconcerned with any class work. Students ask for best biographies, best works of fiction and such other books. The librarian, must have on hand lists of best books so that he can suggest to students what they want.

The college librarian should read immensely. He should read as much as any precessor does and his reading should

be wider than that of any other faculty member. Professors and lecturers should be induced to consult the librarian when making lists of books for students' reading on their subjects. Lists made by them are often not up-to-date and there are many better books in the library on the subject than those recommended by professors. The professors usually think that they know more than the librarian. It might be true to some extent in our country where the librarian usually is not so highly educated as the professor, still every intelligent librarian is capable of making better reading-lists for students than the professor does because of his up-to-date knowledge of books which the professor generally does not possess.

"Reference" and "Overnight" Books. In a college library the demand for some books rises and falls like the ebb and flow of tides in the sea. When a professor recommends the reading of certain books for an assigned class work all students belonging to that group rush to the library and desire to take out the books recommended for study. The number of books recommended for study is usually very small and the number of students requiring those books is generally very large. The best thing to cope with the demand is either to limit such books to 7 or 3 days or place them temporarily in the reference section as "overnight" books. Overnight books are meant to be read in the library rooms during the hours the library is open and are issued overnight for home use at the closing hour of the library to be returned in the morning before the first class on the following college day.

Moreover there are always some books in the college library which are constantly demanded by professors and students for reading and reference. They are not reference books in the real sense of the word but are important books occasionally required. They should also be labelled as "overnight" books and placed in the reference section. Every

college library therefore should have a big reference section. Formerly the word reference books was pretty closely restricted to a few dozen or hundred dictionaries, cyclopedias, atlases, yearbooks etc. The reference section in many libraries to-day contain several thousand standard books on all subjects. Duplicate copies of some of these best books are purchased for the lending department. Such books are not fixed to the reference section always but constantly little-used or obsolete books are again placed on the lending shelves and they are transferred from the reference department to the lending and from the lending department to the reference as their demand increases or diminishes. Since we have been following this method in our library there is not the slightest discontent among our students. Whenever a large number of students feel difficulty in obtaining a book they apply for placing that book in the reference section.

The need for training in the use of books and libraries.—A student, for instance, wants to know the date on which the first Sikh war was fought. He spends an hour in the library fumbling catalogues and lists or wandering confused among the books. Another student goes straight to the shelves and consults a few books that he knows will give him the required information, jots it down in three minutes and goes away with the necessary information. From sheer ignorance in the use of books and libraries much energy and material are wasted everyday in our libraries. Some sort of instruction in the use of books and libraries is therefore necessary to enable students to help themselves in fact-finding, study and research. Training in self-help is a very important part of reference work and it goes hand in hand with the utmost personal service. College and university librarians in America distribute library handbooks to students explaining the arrangement of books, how to use the catalogue, reference books, and similar details. A careful reading of a clear handbook of this sort, especially when

accompanied by actual research work, equips a student with sufficient knowledge to serve himself. College and university libraries, at the beginning of every year, also give short talks to newcomers on the use of their libraries. These talks are illustrated by posters containing outlines of the classification scheme, use of the card catalogue, dictionaries, atlases and cyclopedias, indexes and yearbooks.

Posters like the following framed and displayed near the Librarian's desk inviting students to get help of the library staff freely whenever they cannot find what they want will encourage students to make their wants known.

DO NOT HESITATE TO ASK

THE FIRST DUTY and the greatest pleasure of the library staff is to help readers find what they want. They are here to answer questions, and eager to aid in every possible way. Of course much work besides waiting on the readers must be done, but it is always secondary to the readers needs. Because you see the library staff busy at their desks, do not think they must not be interrupted or will not be glad to be.

Above all, do not go away unsatisfied. The catalogue will be helpful to those who prefer to serve themselves. But if you do not find the information desired, in a large proportion of cases it can be unearthed if you make your wants known. There are many indexes, reference books, and other tools familiar to librarians that may be used in finding facts which seem almost inaccessible.

DO NOT HESITATE TO ASK

* This poster can be obtained from library supply houses.

Moreover subject signs on bookshelves and instruction cards in the catalogue trays are very useful. Instruction in the use of books and catalogue must always be in a clear, easy and non-technical language. In an American library this instruction on the subject card in a catalogue "For fuller information see main entry" sent a reader to the main entrance to the library!

Use of periodicals and Reports.—Periodicals and reports are very important and useful material for reference and research. Periodicals supply the latest word on their subjects, frequently more authoritative and satisfactory than the latest or best book, and from one to five years ahead of equally useful matter in book form. Most of the foreign periodicals are indexed in one or more of the general periodical indexes. Unfortunately no publisher or association has yet taken up the business of indexing Indian periodicals. Anyhow each periodical, whether it is foreign or Indian, has an index of its own and use of these indexes must be taught to the readers. In some subjects it is possible to get from journals almost all that could be found on a topic or problem. Periodicals sometimes contain articles on topics about which no book has been written or on which subject the library at least does not possess any book. The special periodicals devoted to the interest of a single subject are now multiplying in India and these are very useful. They are tools of research and are useful for college and university libraries. Journals of established reputation and permanent value to the library are bound. Others of temporary value are filed for a year and then discarded.

Government reports form an indispensable part of libraries. The central government and provincial governments publish a very large number of reports every year and they are published by the Central Government Press, Calcutta and by provincial government presses. Catalogues of these publications are available. Some of these reports can be obtained *gratis*

through different departments of government while others can be purchased at reduced rates. These reports are of intrinsic and permanent value. They are very useful to research workers in preparing statistics.

Reports touching the everyday problems of administration, such as finance, industry, agriculture, insurance, education and politics, etc., are very numerous.

Service to the alumni and local community.—College libraries are generally ready and willing to be of any service to the alumni which will not interfere with the primary obligation to the faculty and students. They are generally allowed to make use of the books in the library rooms.

In our country many colleges are now springing up in small towns where there are no public libraries. College libraries in some way should meet the situation by extending to their inhabitants the use of reading rooms in the evening.

VIII. STATISTICS AND REPORTS.

The College library should keep a record of books added, withdrawn and circulated during the year to form the basis of the annual report and to measure the accomplishments. The collection of such statistics has come to be regarded as indispensable by shrewd librarians. On the information thus obtained is based the whole conduct of the library. Books not used are withdrawn and periodicals not well used are discontinued.

The total number of books added during the year can be conveniently ascertained from the accession-book. Books can be counted by subjects from the catalogue cards before they are filed in the catalogue. The number of books withdrawn is also counted and deducted from the total number of accessions in order to ascertain the total number of books in the library.

Statistics of circulation are compiled by counting the number of books charged on

each day. This work is usually done once a day, when all book-cards have been sorted and arranged. Fiction and each class of non-fiction are counted and recorded separately and are entered in the form provided for the purpose. The following form is being used in our library. Every college library can get a form locally made according to its needs.

HAIELY COLLEGE LIBRARY.
Circulation Statistics.
MARCH 1932.

Date.	LENDING LIBRARY.										REFERENCE LIBRARY			Grand Total.
	Fiction.	Economics (310 & 390)	Law (340, 5)	Commerce (380).	Geography (380.9, 501 910).	Language (400).	Agriculture (690).	Business (690).	Miscellaneous.	Total.	Use in the Library.	Overnight.	Total.	
1	25	35	7	10	9	13	4	10	13	156	45	27	72	198
2	22	27	15	14	6	5	3	15	17	124	63	31	94	218
3	29	42	12	17	4	6	2	9	8	129	59	25	84	213

At the end of the month the daily records are totalled and balanced and put into a file.

The annual report contains a statement deduced from these statistics. It narrates what has been done or is being done. It is an official statement of facts. In the complete report the librarian narrates what he did or tried to do during the year; the things that he could not do and why not; and the things that he intends to do during the next year. The object of a report with its accompanying statistics is to inform others as to the conditions, plans and needs. It furnishes the basis for any improvement or changes and indicates the weak points that may be strengthened. From a report, conclusions can be reached as to whether the library is succeeding or failing in its purpose.

**IX. BOOKS FOR
THE LIBRARIAN'S DESK.**

Dewey, Melvil.—Decimal classification and relative index. New York, Essex Co., Lake Placid Club. 13th Ed. (to be out shortly).

List of subject headings. For use in dictionary catalogues, Chicago, American Library Association.

Drury, F.K.W. Order work for libraries. A.L.A., 1930.

Flexnor, J.M. Circulation work in public libraries. A.L.A., 1927.

Wyer, J.I. Reference work; a textbook for students of library work and libraries. A.L.A., 1930.

Sayers, W. C. Berwick. A manual of classification for librarians and bibliographers. London, Grafton, 1926.

Mann, Margaret. Introduction to cataloguing and classification of books. A.L.A.

(and books No. 2, 3, 5 and Dutt's and Fanganathan's books mentioned in my article on the school library. Vol. 2, No. 1, p. 24.)

THE MODERN LIBRARIAN

APRIL 1932

Editorial

Melvil Dewey

(1851—1931)

Melvil Dewey, the father of modern library progress, breathed his last on December 26, 1931, at the Lake Placid Club in Florida (U. S. A.) Only a fortnight before his death he had celebrated his 80th birthday amongst friends and amidst world-wide rejoicings. His sudden death naturally came as a shock to his friends and admirers who looked at him as a veritable 'Guru' in the professional field.

Born in New York on December 10, 1851, Melvil Dewey followed a strenuous career, not unmingled with romantic touches. He showed his strong will-power when he persuaded his father to clear their family grocery-shop of tobacco weeds; as a youngster he earned his pennies by helping in farm work until he had enough money to buy an unabridged dictionary which he walked a great distance to purchase. His impulse to serve human kind had led him towards the ministry but at fifteen he began to notice that education offered a still broader field.

Interest in books brought him into closer touch with libraries. He first joined the library as a student-helper whilst studying at Amherst College; and it was in this capacity that he first conceived, in 1873, the idea of building a scheme of book-classification. After graduation a year later he was employed as an Assistant Librarian in his College and acted also as a Librarian before his M. A. in 1877. In 1902 he was honoured with the honorary degree of LL.D. conferred on him by Alfred and Syracuse Universities.

It was in his early college days, as already stated, that he projected the first of his *three great contributions* to modern library progress. These were the Decimal classification, the development of the American Library Association, and the initiative Library School. The scheme of Decimal classification, first projected in 1873, was, after three years test, first published in 1876 in a little volume of 42 pages; the 12th edition of the same was published in 1927 with 1243 pages. The latest (13th) edition is now in the press.

Dewey showed an early inclination to serve humanity. After the foundation of the three great institutions he made it his life's ideal to develop them. He worked for the American Library Association for seven years as its Secretary. At Boston where he had shifted his headquarters he founded the library Bureau for the standardisation of Library cards and for the supply of other uniform equipment for libraries. He started the *Library Journal* for the development of the profession and Dewey became its first Managing Editor. In 1883 Dewey was appointed Chief Librarian, and later a Lecturer on Library Science, at Columbia College, New York. In his school he admitted women for training in the profession and this in spite of stiff opposition from the College trustees. In 1889, he went to Albany, the Capital city of New York State, as the Librarian of the State Library and to this place he also shifted his Library School with the permission and desire of Columbia College trustees. He held this

responsible post for about 17 years and in 1906 he retired from active service to devote his time and energy to the development of the Lake Placid Club in the Adirondacks which he had started in 1895 in order to provide a recreation and resting place for librarians and fellow-workers in the cause of education who could spend their summer vacation there at a reasonable cost.

In his old age the development of the club became Dewey's hobby. He purchased a small residence on the shore of a beautiful lake, around which a club house was built. Within the last 25 years (1906—1931) Dewey developed the club into an establishment and now the property of the club includes 10,600 acres of land, 25 large buildings and over four hundred farm houses. At the club he established an educational foundation and a school for imparting modern education to boys. Music-festivals are held there in spring and autumn and this has made Lake Placid famous. During the current year Olympic games are being played at Lake Placid and Godfrey Dewey, son of the great father, is the chairman of the managing committee controlling these games.

He spent the last period of his life in Central Florida where he had migrated to escape the rigours of northern winters and where he had founded a parallel establishment called Lake Placid South. On December 26, 1931 the soul of this human dynamo passed away. He was cremated according to his will and his ashes were brought in an urn to Lake Placid North where it was placed in the crypt and buried amongst wreaths sent by admirers. Thus ended a great career whose life-work will stand as an everlasting memorial through ages to come.

The Decimal scheme, which goes by Dewey's name, according to the American

Library Association report published five years ago, tells us that 96 per cent. of 1019 public libraries reporting and 89 per cent. of the 249 college and university libraries in U. S. A. which responded are using this scheme. In Britain 53 per cent. of the libraries have already adopted this scheme and it is being popularised amongst the rest by the British Library Association. Not only in America and Britain but also in other countries of Europe as well as in Asia, Africa and Australia this scheme is being adopted. It has been translated into almost all European as well as into the Chinese and Japanese languages. We hope somebody in India also will take up the work of translating this scheme into the Hindustani language. It is said that a start has already been made in Bengal.

About ten years ago the League of Nations officially approved the Dewey Decimal classification as the best scheme for adoption all over the world and it was adopted by the League's library.

Nearly sixty years ago Dewey had visioned that work of classification and cataloguing should be done at some central place instead of separately by each library, which involves a waste of time and human energy. His dream was not realised until 1930 when under the auspices of the American Library Association the work was inaugurated at the Library of Congress and since that time Decimal classification numbers have been assigned to over 53,000 books and incalculable help has truly been given to thousands of libraries.

Let us hope that we in India some day will also be able to adopt the Decimal classification on a nation-wide scale and shall have a central place where classification and cataloguing will be done for the entire nation. A.K.S. and R.M.

Notes and News

The True Function of a University is to Teach Universalism.

Sir Jogendra Singh's Address.

THE Hon'ble Sir Jogendra Singh, Minister for Agriculture, Punjab, in the course of his address at the Convocation of the Punjab University said :—

I was surprised when His Excellency the Chancellor invited me to address you here to-day. I was aware that I had no academic qualifications and no learning in the sense in which it is understood by scholars. I was still hesitating when a stray line from Hafiz came to me declaring that :—

“The lot was drawn against me, the simpleton.”

I could not refuse the invitation as I realised, that truth like the sun, shines on the learned and the unlearned alike, and perchance a villager like me, may have caught a glimpse, which could find no way to minds full of many things. The great teacher Patanjali, proclaimed long centuries ago: that senses must be drawn back from sense objects, so that, the mirror of mind, unruddled by the winds of desire or darkening shadows of passion and anger, in its crystal clearness may reflect the truth, and Jesus Christ told his disciples that they must be simple like children to know God. Both agreeing that eternal realities which eluded pursuit of the wise were within the range of a child. I cannot pretend to be a child but I have never suffered my faith to be clouded by the shadows of the bondage, which reliance on reason alone may impose. You in your great learning may sometimes feel as if the reason has no limits; we in our simple faith believe that the domain of reason cannot transcend its own boundaries. You in your great knowledge declare that you can know all,

we in our humble way acknowledge light comes from above and that nothing worth proving can be proved. You flutter round the lighted candle of knowledge, dallying with its flickering flame, the true devotee embraces the flaming fire, in the sure hope of eternal life.

I am convinced that the new age is no wiser than the ages that have gone before it, that in spite of its recent progress, there has been no real advance in true wisdom. I do not wish to labour the point but I could dwell easily for an hour, in explaining the meaning of knowledge as propounded by the great scholars of old, such as Vyasa or Vachaspati and their modern followers Kant, Schopenhauer, Max Muller or Deussen. I would only content myself by saying in the words of Sadi; that tangle on tangle is the path of intellect, and for true believers there exists nothing but God. The modern scientists, who propound the mechanical theory of the universe, ignore that a machine can work only if it is directed by a living agent, and that without human control the most powerful machine is nothing but a mass of inert matter.

May I therefore ask you to bear with me for a little while, so that we may pursue together the eternal path in search of permanent reality behind the ever-changing phenomena, and then endeavour to understand the meaning and significance of universalism; the truth which every University, if it is true to its name, must not only proclaim, but implant in the heart of all those who gather under its shelter to seek light. The true university, in the words of Guru Nanak, is a

place where mind, intelligence and right discrimination are forged, in the furnace of experience, and beaten out on the anvil of truth.

I am aware of the modern meaning of a University, a corporation organised to control higher branches of learning, but I still hold that the highest function of a University is to mould the mind, and prepare it, for receiving true knowledge, which is universal in its application.

It seems, that from the beginning of time, in all ages and in all countries, Prophets have come, drunk from the fountain of life, and proclaimed the path of peace. Men have always gathered round them as motes fluttering in the gloom of a forest gather round a lighted candle, and some devoted souls in its light penetrate beyond the veil of Maya, and realise that this world is only a representation of self, above it, and beyond it, and around it, and in it is reality, established in *Sat, Chit, Anand* (Truth, Mind, Bliss). It is admission to this radiant realm that men seek in many ways. Some in the torment of the body hope to find deliverance from the unending solicitation of senses, others through knowledge and yet others through devotion. The hermit tormenting himself with austerities in the monasteries of the West, the Muslim devotee with his fastings, and the Hindu Sadhu on the banks of the Ganges on his spike-bed, the learned scholar, the soldier and the lover and the mystic seek that freedom from self, which haunts humanity. Maulana Ram in a single sentence expressed the pain and objective of the search:—

Listen to the pipe as it tells its story
Piping the pain of parting endlessly.

Not only mysticism but science has proved that every atom and electron is in search of this unity. It is the one truth that has remained unchanged throughout the ages.

It seems that this parting and the search is preordained from the beginning of

time as also is the light which the Prophets bring. In the words of Sri Krishna whenever there is a decline in the practice of Dharam, God incarnates Himself in his Prophets, to re-establish righteousness and to heal the sickness of the soul. It was in this land of ours that came Lord Budha, who by his own personal example revealed the method of the search and the path which seekers of God must follow. He held that pursuit of wealth afforded no escape from suffering; purchased with pain it created a heritage of pain. He explained that there was no escape from the wheel of birth and death which connected error with retribution, without true knowledge and without following the five-fold path. His message carried conviction home, for he spoke with authority.

The moral elevation of India which followed the gospel of Budha culminated in the empire of Asoka and great universities grew up and sent his message to far off countries. The decline of India began with the decline of Buddhism.

The main difference between a Prophet and a Philosopher is that a Prophet speaks from direct Knowledge while a Philosopher builds up theories which may be true or untrue, a Prophet effects conversion of the soul, while a Philosopher appeals only to the intellect. The loss in power which India has suffered by giving preference to its Philosophers over its Prophets cannot be easily calculated. To-day when affirmation of self and individualism threaten dissolution of all that men have held sacred and are transforming everything giving us homes without harmony, society without co-operation—Government without the love of the governed, Budha's message has lost none of its significance. True freedom is the gift of true love, which is endless giving; while self-assertion and self-seeking carry their doom with them. Countries perish unless they live according to the law of God which calls on all men to love one another. Self determination must rest on unified purpose, and the repression of the disorderly

mob of *Kama*, *Krodha*, *Moha*, (Passion, Anger and Affection), which rage within us. There can be no liberty without law and mere reaction of a passing emotion, unrelated to Deed and Act does not lead to self-realisation.

Humanity rarely remains at the altitudes where prophets lead their immediate disciples. The old familiar caves, dark with the gloom of a fixed tradition exercise a fatal fascination and draw people back. Even great philosophic teachings like that of the "Advait" doctrine of SHANKAR-ACHARYA failed to evoke response, without a prophet to proclaim them. In his Bhagavad Gita, Sri Krishna preached the same truth, but for true devotees he indicated the ancient path, sweeping aside castes and creeds with one gesture and making the man master of his own destiny, when he said :—

"Abandon all Dharmas—Come to me, take shelter in me and I will take away all your sins and give you *Moksh*."

The self same truth found a fresh expression in Ramayana which contains the teaching of Rama and which the genius of Tulsi Dass has robed in such sweet simple language that it brings refreshment to the soul to Prince and peasant alike. Another Prophet rose in Arabia and preached unity of God and freedom of man, inculcating prayer and charity, and abstinence from drink and usury. He won hearts as well as battles in the name of God. It was the result of his mission that the plains of Hindustan heard the Arabic call to prayer, and India became the home of two religious communities, Hindu and Mahomedan producing the remarkable personal concords and communal discords, which even to-day are pursuing the two communities.

Akbar made a sustained effort to unite the two elements of the Indian population and weld them into a nation. He was inspired by the enthusiasm of Abdul Fazal and Faizi, who brought the teachings of great Sufi Mystics to his assistance. The

dream failed; but it created the united Indian empire. Tennyson who in his "Ancient-Sage" describes his own experience of the invisible, was inspired to write Akbar's dream, a poem of rare insight and beauty. The elevation, to which the followers of Islam were raised, can be judged from the high sense of duty which inspired some of the Muslim Kings who regarded themselves as the custodians of the peoples' money, and earned their own living by transcribing the Holy Quran.

Later, not far from Lahore came Guru Nanak and his message inspired the simple village folk with a new hope. He said, that a pure life and devotion to God were the only means of salvation and that all men were sons of the same father. I was never more struck by the universalism of his message than about a month ago, when I stepped into the Gurdwara at Sargodha, and heard a hymn of Baba Farid, a Muslim Saint being read to a Sikh congregation. The righteousness awakened by him in his disciples created a hunger and thirst for truth and Khalsa rose full of bold enthusiasm and a buoyant consciousness of divine inspiration to serve the commonweal. Freed from the slavery of mere ceremonial, they worshipped the true God and in worshipping Him they saw in all men the face of a brother.

Nations grow old like individuals, and as the East was growing old, European Nations were just coming to manhood inspired by the teachings of Jesus Christ, determined to make a better life for mankind.

It is in the saving grace of Jesus Christ that is to be found the key to idealism which controls and irradiates the Western passion for power with ideas of justice and fairplay. Even Encyclopaedists who questioned the sanctity of every thing could not escape the influence of Christian teaching and while denying Christ, they accepted his ethics but preached the brotherhood of man. Frederic Harrison and John Morley, who followed them preached the teachings of

the sermon on the Mount in the name of positivism.

There can be no doubt that knowledge, which claims some of the finest discoveries of physical science, is transitory as compared with the eternal light of religious truth considered in the light of its real value to life. Both Persian and Indian stories speak of flying chariots, that darkened the skies and transmission of thought which travelled with the speed of lightning from one end of the world to the other, and electricity that cooked the food and swept the floor of the golden palaces of Rawan. It is conceivable that myths of to-day were realities of yesterday, as realities of to-day may become myths of to-morrow; if the secrets now known are lost. The East had undoubtedly discovered the peril of using powers of nature without proper discipline. It has passed into a proverb that Magic could be worked, but at the loss of faith—a finding which is not without its significance in our day. It is clear that those who only know how to trim the wick of science and feed it with the oil of self-interest, do not know how to light the lamp of the soul, which in the words of Guru Nanak can drain dry the oil of pain and in the light of the name guide the weary feet to God.

I have brought you by devious ways to know and to look at the facts in the light of truth and of history. I have talked to you of Prophets and Kings, for you to love and honour them, and in loving and honouring them to recall the past and to endeavour to understand the religion of mutual service and the joy of conscious fellowship.

In this vast Continent of ours, God has brought together men of all races and creeds, not to hate each other but to understand each other, and to know that the God of all religions is the God of love. Tell me when and where any prophet has preached a doctrine of hate? It is with our own hates that we invest our religions. Prophets have always declared the self

same truth, the apparent difference merely indicates some particular phase of human development. It may be that even religions may have to die so that true religion may live again.

To-day when you have reached the last stage in a long series of examinations which began since you joined your first school you may feel some relief that the long quest is now over. You may indeed feel some sadness in leaving your colleges, and your friends, but you will, I am sure, remember that the years you have spent are not wasted, and that you have come in touch with world's finest spirits in an atmosphere of intellectual refinement and culture, of moral quality and influence. The University has taken you unawares from the shadows of castes and creeds and inspired in you a desire to seek a larger synthesis; and to knit the broken threads of nationhood and to weave a new pattern, so that your motherland may escape from poverty and disease, slavery and serfdom. It has been said, "A good tree cannot bring forth evil fruit neither a corrupt tree bring forth good fruit. Therefore by their fruit ye shall know them."

Your University is still young and as it grows in years, I have no manner of doubt that its power and influence will increase, broadening the life of all communities till barriers of name and form recede to the background and people of the Punjab realise their inner unity.

I know some of you are beginning to question the economic value of this education and of the economic depression that has invaded the world, the question is natural, but remember it has been destined that man must work out his own salvation and he cannot do so without education.

I am aware of your difficulties. Your struggles to master a language which is not your own, to live up to a standard which is beyond our means, and finally to face the grave uncertainty of employment,

The battle of life is not over, it has just begun and you are in an age of transition and will have to face many uncertainties which in times of rapid change you cannot escape, but if you are anchored to absolute truth and goodness, despair will not invade, nor stings of misfortune torment you. A drastic simplification of life is forced upon you will become easier if you can endow simple living with dignity and in receiving the final crown of your efforts you also carry with you the conviction that in promoting unity you live and in promoting disunity you die.

In the further development of our Province I give first place to "public health," which aims at modernising town and village life with clean houses and happy homes, second to "education" and third to "agriculture" and "industries." I hold, and I am sure every one in this House holds that an intensive and liberal programme of education is the only solvent of our difficulties. The criticism that the saturation point has been reached so far as higher education is concerned and that secondary education is expensive, that primary education does not confer literacy is the result of some loose thinking, dominated by narrowness of vision. In early years, we could do no more than prepare the seed-bed, and sow the seed, and it was inevitable that the surface should receive the morning dew, and reach saturation point before the waters of life could penetrate further. In my own vision of education I still hold the village as the centre, with its farmers, artisans, and labourers and its toiling womanhood. It is here that our main work lies, of imparting new knowledge and awakening the forces that lie dormant and harnessing them to a larger service.

It is not palatial buildings that make a University but the presence of men of God-given power. Indeed a village tree, with a sage sitting under it and the eager receptive crowd, round him raised to the realisation of goodness, truth and

beauty, is the kind of University that India has known.' It is in this way that the wandering teachers held aloft the torch of knowledge and won for India the distinction of being the land of spiritual truth. Every villager was aware of his obligations to the elders and to his neighbour. The stories of the unquestioned obedience of Rama to the command his father the justice which Vikramajit and Naushirwan administered, the endless giving which marked Harishchandra or Hatim, the filial duty that inspired Sarwan, and the moral rectitude which animated Puran were revealed to the child mind and became the part of his being.

It is needless to repeat that the hope of the Punjab is in its youth and that the strength of youth is in its faith and in its capacity to rise above the darkening shadows which separate one community from the other and undermine our strength. It rests with you to reach communal understanding and to mobilise all the resources of the Province in men and money for rapid development. Let the lure of shop windows, with their tempting offerings lead you to a resolve, that it is by the production of your own brains and your own hands that you will provide all that you want. It is you who can create faith in the future and then make the future, so be not discouraged but follow the light and let its rays reach every home and hamlet of the Province.

The truth is one; only sages talk of it variously; the truly learned see the humanity in silhouette and the unlearned see only the various shades. Religion is not a lip profession nor observance of forms, nor asceticism, it is truly lived in the love and the service of our fellow-men, in the recognition that we are sons of the same father. All religions aim at the conversion of soul from self-affirmation to self-renunciation, from the fire of anger to the coolness of mercy, from the dispute of words to right discrimination, and

from thoughtless erring to truly faithful living. I pray that faith and hope may take its abode in your hearts and draw you together into the service of the motherland, and that in this realisation others may come to you the crowning gift of achievement, and with it peace and joy, in the abiding will and in the abiding name of God.

Tragedy of Our Education

Sir C. P. Ramaswami's Address.

SIR C. P. Ramaswami in the course of his Convocation address at the Delhi University on March 19, said :—

The tragedy of our Indian education is that we produce graduates for whom there is nothing to do. The state can only employ a limited number. The industrial and commercial activities, which absorb most of the educated young men elsewhere, are still in the making. We shall do well to walk in the footsteps of countries like Denmark and Switzerland where higher education is adopted to such forms of industrial and agricultural progress as are most suitable to their conditions and natural resources and possibilities. In any case the superstition must be killed that it is beneath the dignity or beyond the purview of a man of learning to apply himself to agriculture or cottage industries. But even more of a desideratum is the definite endeavour to make our universities the training grounds for a new community full of *esprit de corps* and with ideals and with minds cleared by wise and well-directed training of cant and prejudice with no invincible illusions—a few pet theories and resolved not be worked under the dead weight of obsolete formula but to be alert and responsive to all unifying and stimulating influences. From the universities must issue forth the trumpet call which will break down the walls of many fortresses of out-worn belief and vestigial practice, of desired and of inherited and acquired possession and bias; and in this mission the educated

women of India, have, perhaps, an even greater responsibility than the men.

The Ideal of Commercial Education.

Principal Thomas's Address.

PRINCIPAL J. W. Thomas in the course of his address at the Foundation Day of the Hailey College of Commerce, Lahore, on March 16, said :—

Commercial education is usually divided into two main types :—

(1) Instruction in a limited range of subjects likely to be immediately useful for clerks who intend to fill positions as stenographers and typists, or in general clerical work ;

(2) Training for those who intend ultimately, to fill positions of a more responsible character, more of the managerial kind, and for such students the kind of education provided should not only cover some of the ground required for the subordinate clerical positions just mentioned, but it should be of a much wider character, taking a far greater sweep over commercial life generally, and not merely studying *how* a thing is or can be done, but *why* it is done.

The training which we are trying to give in the college is of this latter character. We have been endeavouring to provide a personnel which would help to develop the possibilities of industry and commerce in this country; men with the capacity to take a long, wide view; men who have been trained to think and express their thoughts; who are capable of adjusting themselves rapidly and effectively to the ever-changing conditions of industrial and commercial life. This may be regarded as frankly utilitarian in objective, but we do not claim that it is not impossible for a training in commercial subjects to provide at the same time for satisfactory mental development and real culture. We think we are assisted in this effort by the fact that we are not cramped and confined by any system of prescribed set text-books, with

their inevitably crippling effect on the mind and outlook of the student. The aim of any course of study for a university degree should be the development of full manhood. There should not be any narrowing of the outlook, no cramping or warping of the mind in any way, and we do contend that the subjects taught here in the course for the Degree of Bachelor of Commerce of the Panjab University are capable of providing that mental discipline and that training of the judgment which is of primary importance to anyone who aspires not only to be useful in business or administrative life, but who, at the same time, desires to be a good and useful citizen of his country.

In Memoriam.

I

MELVIL DEWEY

The Father of Modern Librarianship.

THE twenty-sixth day of December, 1931 saw the last hours of Dr Melvil Dewey, the repected pioneer Librarian of America, whose name has been immortalised in the scheme of Library Classification invented by him in 1876. He was born in New York in 1851. He graduated in Amherst in 1874 and became LL.D. of Syracuse in 1902. His library career commenced in his twenty-fourth year when he became the Librarian of his College, Amherst. In the second year of his library career, he founded the American Library Association and published the first edition of his Decimal Classification, which has now reached the twelfth edition and is used in 14,000 libraries. It has also been adopted by the Brussels Institute for international purposes.

First in Everything. Dr Dewey was first in everything connected with librarianship. In addition to founding the American Library Association, he started the *Library Journal* and the Library Bureau as early as 1876. Through the Bureau he was the first to standardise most of

the library fittings and furniture used in America. In 1883, he became the first Professor of Library Economy of the Columbia University, and established the first School of Library Science. In 1886 he inaugurated another Library Periodical under the title *Library Notes*. In 1891 he published his *Library School Rules* which gave us for the first time the standard library handwriting and many of our most useful card forms. In 1905 he took part in the inauguration of the First Travelling Library. He retired in 1906, rather prematurely, and settled down at Lake Placid.

Loyalty to Ideals. His main passion was for organisation and efficiency. He was always vigorous, affectionate, and susceptible to new ideas, with width of view but unswerving loyalty to his own ideals.

His Interest in India. In December, 1930, he sent a message to the First All-Asia Educational Conference, beginning with the characteristic words, "In a life full of inspirations, I still found a new thrill in reading your notice of the...Library Service Section. All nations are coming to understand rapidly that we shall never attain a better world merely by Law, Police and soldiers. Somehow we must make people prefer the better things and that is Education. I have for over fifty years been preaching the gospel that the schools are only half of education and that the corner stone of the second part is the Public Library. Give the message of warm congratulations to your All-Asia Educational Conference. It is the beginning of a movement certain to grow steadily in usefulness to the great people who live in the countries which were the cradle of the human race."

His Swan-Song. The present writer, who had the pleasure and privilege of corresponding with him at times, heard from him so late as October last, but there was no indication that he was to reach his end so soon. The burning pas-

sion which he entertained for his Decimal Classification can be inferred from the buoyant—alas! it has now turned out to be tragic also—words with which he recently converted the authorities of the Library of Congress to the plan of printing the Dewey Numbers on the Congress Catalogue Cards. His closing words were, "When I see the Decimal Classification Numbers appearing on the Library of Congress Cards, I shall be ready for the *Nunc Dimittis*." The Dewey Number has appeared on the Congress Cards and Dewey has departed true to his word.

S. R. Ranganathan, Librarian,
Madras University.)

WILLIAM ALANSON BORDEN

(1854—1931)

MR William Alanson Borden was born on the 4th April, 1854 at New Bedford in U.S.A. After completing his school education in 1870, he studied for three years in Cornell University and then spent a few years studying Law in the office of his father, Mr Alanson Borden, who was a Magistrate. Mr Borden took some time before he discovered that his real vocation in life was that of a librarian. At first, he became a farmer and then a bookbinder. He converted his bindery into a library supply house. His interest in the library profession thus aroused, he studied library technique for three years under Mr Charles A. Cutter, one of the founders of modern librarianship, and the inventor of the Expansive Classification and the Cutter Author Tables. After completing his course he assisted in the organization of rural library work in Rochester in 1885. In 1887 he was appointed as a lecturer in the Columbia University Library School under Dr Melvil Dewey. In this school he worked 5 years. He left it to join his appointment as the librarian of the Linona Library in the Yale University. Later on he organized the library of the Young Men's Institute, New Haven. A children's room, a library school and a system of travelling libraries

were amongst the special features which he introduced in this library.

All these manifold activities were an appropriate preparation for his great work—the introduction of the free popular library system in Baroda. It was in 1910, that on the invitation of His Highness the Maharaja Gaekwad of Baroda, he accepted the post of the Director of State Libraries. The Maharaja during his two visits to America made up his mind to give his subjects the benefit of a free library system similar to that established in the United States and found in Mr Borden the proper person to carry out this ambitious scheme.

The first duty of the new Director was to train a band of young men and women, who were to be appointed on the staff of the newly-established State Library Department. The successful candidates were set to work to convert the magnificent Palace Library (which His Highness had generously presented to the public) into the free Central Library. The library was classified on a scheme of Classification which is a combination of the Demical and the Expansive. This scheme was also translated into the Marathi and Gujarati languages with certain modifications. Other features of the new Department were a children's library, a travelling library and a bindery. In this work, the Director had the assistance of the erstwhile palace librarian the late Mr J. S. Kudalkar, M. A., LL.B. whom he afterwards took with him to Europe and America to gain practical experience of the libraries of the West before taking up his post as Mr Borden's successor. The Director at the Maharaja's request also planned a network of free public libraries throughout the length and breadth of the State, and in this work he had a valuable help of his second assistant Mr Motibhai N. Amin, B.A. who, in fact had on his own account, had already worked four years on a similar plan for the establishment of free public libraries in the state. The first year's work resulted in opening of 9 free Town

public libraries and 255 village public libraries and 60 newsrooms. Last year (1930-31) the number has risen to 45 Town, 718 village libraries and 7 Ladies' and 3 Children's libraries and 216 newsrooms. The plan devised by Mr Borden and still in force is that the cost of the State-aided Town and Village Libraries shall be met by contributions in equal quotas by the people, the local board and the Government.

Mr Borden formed a library club and started a library journal, *The Library Miscellany*, which was published in three languages.

Mr Borden is the founder of an ingenious steel library stack known as *Contilecer Stack*. This stack is being used in some libraries in the Middle West of the States.

Mr Borden was fond of boating and yachting and served as 'commodore of the Pequot Club of Morris Cove. He passed away on the 16th November, 1931 at the age of 78 and was buried in Westville Cemetery. To mourn his loss he leaves behind him his wife Mrs Hope Lewis Borden, his son Mr Lewis Alanson Borden, his daughter Mrs Earle Durham and an adopted daughter Anne.

Mr Borden was a most hard-working man and while at Baroda he endeared himself to the members of his staff by his affability, courtesy and sympathy. Not only did he love to encourage the budding talents of the youthful members of his staff but both by precept and example, he showed them the high aims and sense of public duty which should be the characteristic of a public librarian.

Of his library class and his assistants, there only remain Mr Motibhai N. Amin, B.A., the present Assistant Curator of Libraries, Baroda, Mr B. M. Dadachanji, B.A., Head of the Reference Library, Mrs Anandibai Prabhudesai, Superintendent of the Children's Room and Marathi Cataloguer and Mr N.C. Divanji, Superintendent of the Travelling Libraries and Editor of the '*Pustaka-*

laya,' a Gujarati library monthly, all of whom revere the memory of their former chief and friend and pray that his soul may rest in peace.

(N. C. Divanji, Travelling Libraries Branch,
Library Department, Baroda.)

Library Conference.

A conference of the representatives of school, college, public and university libraries and other educationalists interested in modern library progress will be held in Lahore on April 29th and 30th, 1932 under the presidentship of Mr A.C. Woolner, M.A., C.I.E., F.A.S.B., Vice-Chancellor, University of the Punjab. Librarians from all over India have been invited to attend the conference. Delegates attending the conference should correspond with Dr F. Mowbray Vette, Chairman of the Council, The Punjab Library Association, Forman Christian College, Lahore.

The Punjab Public Library, *Opening Hours Reduced!*

The Punjab Public Library, Lahore has reduced the opening hours of the library from eight to seven on all weekdays. While we fully endorse that no member of the professional and clerical library staff should be required to put in work for more than six or seven hours a day and should have one full holiday or two half-holidays in a week, we do not conceive the necessity of reducing the opening hours of the library. While we have been expecting that the library will move with the times and will extend its opening hours from eight to twelve, this retrogressive step will generally be resented by the public. The present staff of the Punjab Public Library consists of three graduate professional librarians, one clerk, one experienced librarian in charge of the vernacular department and seven *duftries* and *chaprasis*. While we do not assert that the present staff is quite enough for

opening the library twelve hours a day we have no hesitation in saying that there is no reason for reducing hours and it is possible to extend them to nine or ten. It is generally between 3 p.m. and 8 p.m. that there is rush in public libraries and at these hours of the day more force could be kept while at others, say, between 10 a.m. and 3 p.m. the Deputy Librarian with two *duftries* or *chaprasis* can carry on the work. We hope that the library authorities will reconsider their decision and instead of reducing the opening hours of the library the working hours of the staff could be so scheduled as to enable each member of the staff to have a morning off and an evening off during the week and thus to put in from 33 to 38 hours a week. In this way the library on Sundays could also be opened for about the same number of hours as it opens on weekdays.

A Village Library in Bengal.

Panihati is a small town, or a rather over-grown village, of some 4,000 souls about 9 miles away from Calcutta. The percentage of literacy among both males and females, is very high. About half of those who are literates, can read and write the English language. Almost every adult male, who knows English is employed at Calcutta. There is a high English school, where graduate teachers are employed. The people, here have much taste in reading books, journals and newspapers. A small library was started in 1898, and it is still a living institution. The number of English and vernacular books does not exceed 2500; and it subscribes to about half a dozen periodicals. Its hall is used as a sort of meeting place and literary club. People after their hard day's labour at Calcutta read more for recreation and amusement than for information and study. The following tables quoted from the annual reports of the library will show what classes of books people of Panihati like to read and to what extent. Of course

the classification is to some extent arbitrary and vitiated by personal equation, but as it was done by a small committee of 3 M.A.s or M. Sc.s it is expected to be as accurate as able laymen can make.

Class of Books issued.	1928		1929	
	%		%	
Novels and Dramas	...	74.5	...	19.30
Magazines	...	8.4	...	71.0
History and Biography	...	4.1	...	10.0
Religion Philosophy & Science	...	3.0	...	3.8
Bengali Literature	...	2.2	...	11.1
Travels	...	3.0	...	1.5
English Literature	...	3.9	...	1.5
Miscellaneous	...	0.9	...	0.7
		100		100

(Jatindra Mohun Datta)

Forman Christian College Library. (1931-1932)

The library during the year continued to make steady progress and to serve an ever-increasing circle of readers. Increased emphasis has been laid especially on the use of the Library as a workshop or laboratory for students, and professors on the Arts side and the reserve shelf system has been developed more fully, by the Psychology Department in particular. Though one regrets to duplicate books, a larger duplication than is at present in

vogue seems essential in view of the rush on certain standard works recommended by professors in their classes. This demand is only practically obviated by the reserve-shelf system, which we hope will be introduced in a larger number of departments than is at present the case. During the year under report 1,351 borrowers' cards were issued to registered members, an increase of 41 over last year. But 32,544 volumes were taken out for home use as opposed to the 25,428 volumes issued last year, an increase of 7,416 in all. Thus the increase in the past three years in books issued has been steady 7,913 in 1929, 7,215 in 1930, and 7,416 in 1931. Again about 22,962 volumes were consulted in the Reading Room and Reference Department as opposed to 18,852 last year, another substantial increase. The grand total of volumes referred to in or outside the Library was, therefore, 55,806, while last year it was 41,251. It is interesting to note the nature of the books read as it throws some light on the general work of the College. The following analysis is therefore included in this report:—

Literature 12,312; Sociology (Political Science, Economics, Constitution and Education) 2,254; History, Biography and Travel 2,142; Science (Mathematics, Physics, Chemistry, Biology, etc.) 1,416; Useful Arts 627; Physical Education 315; Philosophy 419; Oriental Languages 1,822; General and Miscellaneous 2,884; Current Periodicals 8,647.

In all 792 volumes were added to the Library during the year. Of these 575 volumes were purchased at a cost of Rs. 3,982-8-3 while 102 were presented. This shows a decrease as compared with last year, but our expenditure has had

to be limited by financial conditions. In addition 115 pamphlets and reports were received from the Government and the members of the College staff. There are now in all 20,452 books and 2,177 pamphlets on our shelves making a grand total of 22,629. There are 102 periodicals in the Reading Room, of which 18 are gifts and the remaining 86 are subscribed for by the Library at a fee of over Rs. 915 per year. There will have to be some cuts in this periodical list during the coming year to suit our budget plans. An attempt was made during the year to fill in the manifold gaps in our shelves by a methodical purchase of recognised volumes of importance in English Literature, and this attempt will be continued during the coming year. Very little furniture was added to the Library during the year, the only purchase of importance being that of three new almirahs. Our receipts for library fees, delay fines and other penalties, and for the sale of "Books I have Read" amounted to Rs. 3,701-0-6. The Library was remodelled last year to afford us greater space, but at the time it was feared by those in charge of the Library that inadequate provision was being made for our rapid growth. Our fears have been realised to the full and we need more stack space as well as for readers now. The Reading Room and Study Room are always full during the College hours and many have to go away disappointed for lack of space. By unsatisfactory feats of engineering we can probably provide book-space for a year and perhaps two more, but after that more space will be imperative. It is impossible to conjecture in what direction we can expand in our present cramped quarters. *F. M. Velle, Librarian.*

The Modern Librarian.

NOTICE.

The Conference Number of **The Modern Librarian** will be issued on the 1st of July, 1932. Articles and news for the number should reach the Managing Editor by the 1st of June, 1932.

Book Reviews

Galsworthy, John. *Maid in Waiting.* New York, Charles Scribner's, 1931, 362 pp.

The Forsyte Saga came to a definite end with the death of Soames in *Swan Song*, for we cannot conceive of the Forsytes without him, and so in *Maid in Waiting* Galsworthy takes us over into another family, not unrelated to the Forsytes, the Charwells. In this story of Dinny Charwell and her brother Fleur makes occasional and very efficient appearances, the same old Fleur with a bit more balance and less susceptibility. The story is essentially the story of Dinny and her successful struggle to save her brother from disgrace, but there are many characters in the book that deserve our attention and win our respect. Adrian Charwell is one such and Hallorsen the American is another. One almost wishes Hallorsen had won Dinny's heart in the end. So too is Hilary Charwell the clergyman and Lady Mont is a delightfully amusing study. In fact Galsworthy's delicious humour is present throughout, and his sense of pathos and tragedy is at its best in the story of Diana Ferse and her poor demented husband. Nor is the peculiarly Galsworthian outlook on life absent, he is alive and up-to-date as ever—all in all a book one cannot afford to miss.

F. Mowbray Velte.

Warwick, Frances, Countess of. *After-Thoughts.* London, Cassell, 1931. 304 pp. with photogravure frontispiece and index.

This is a book of gossip and trivial memories by a rather egotistical lady of rank, whose main object in writing seems to be to tell one why she became a socialist. A leader of the famous Marlborough House set, the Countess of Warwick has had many opportunities of associating with the great, and the book abounds in rather weakly etched pictures of notabilities that are interesting but superficial. A great

many brief judgments, mostly enlogistic are passed on celebrities like Balfour, Woodrow Wilson, Col. House, Cecil Rhodes, Curzon, G. B. S., H. G. Wells and various leaders in English Society, and one is given besides a fair conception of high life in Edwardian England. King Edward is with the authoress a real enthusiasm, and is one of the best defined figures in the book. Prone as she is to revelation of her own life and opinions, Lady Warwick also gives us a very clear conception of her own mind and of her present position in the Socialist Party. The book should have a good popular sale, for the many pleasant anecdotes in it in any event.

F. Mowbray Velte.

Hotson, Leslie. *Shakespeare versus Shallow.* Nonesuch Press, 1931. 374 pp., of which pages 131—374 consist of documents and research evidence.

The Death of Christopher Marlowe put Dr Hotson in the very front rank as a research scholar in the field of English Literature, and the same thoroughness and acuteness of study and charm of presentation characterises this fascinating volume. Unconvinced by the traditional identification of Justice Shallow with Sir Thomas Lucy, Dr Hotson made discoveries amongst the legal records of Shakespeare's time, which indicated a quarrel between Shakespeare and others connected with the Swan Theatre and William Gardiner, Justice of the Peace in Southwark and his son-in-law, William Wayte. Further enquiry into the life and character of William Gardiner corroborated the suspicion that in him and Wayte were the real prototypes of Shallow and Slender, and the fact that Gardiner quartered the Lucy arms with his own, through marriage, seems to clinch the matter. Thus in *The Merry Wives of Windsor* Shakespeare is revealed the satirist taking his revenge by ridicule

on a very shrewd and unscrupulous foe of the stage, a man besides who never lost a chance of turning a dishonest penny and swindling even those nearest to him. The book is most convincing and written in a fascinating style. There is nothing dry-as-dust about Leslie Hotson though his researches often lead him into dusty and forbidding places. Though his interests are largely in Elizabethan times and personages, he has made some interesting discoveries also in regard to Shelley, and any volume by him is sure to contain thrills for those at all intrigued by the methods and conclusions of literary detective work. To such this book is very highly commended.

F. Mowbray Veltie.

Christian Higher Education in India.

Report of the Commission, an enquiry into the place of the Christian College in Modern India. Oxford University Press, 1931. 388 pp. with index.

A statement of the study and findings of the recent Commission on Higher Christian Education in India headed by the Master of Balliol the volume is of enormous importance to all interested in the nature and future development of Christian Colleges in this country. The work of the Commission was done with immeasurable thoroughness and its recommendations are sure to have an appreciable influence on all plans for the future. There are practically no problems facing Christian Colleges here which the Commission has not endeavoured to face, and it is impossible to summarize a report as detailed and as exhaustive as this. But probably the greatest significance is to be founded in Part III which is entitled 'A Plan for the Christian Colleges in India', and which deals with the purposes that such colleges should now work towards. Interesting is the contention that history should have a central place in the curriculum as a sort of mother of all worthy knowledge; forceful too the contention that the colleges must in a practical way by a peculiar

and specialized form of research relate themselves to the Christian enterprise as a whole. Emphasis is laid also on the creation of the college as a Christian community with the chapel as its centre and on the need for closer and more intimate relationships between teacher and taught. To effect this the "hall" plan is suggested for larger colleges, and this plan with modifications has already been incorporated in the schemes of at least two major Christian institutions. Advice is also given as to government, administration and staff with a policy of fuller Indianization in view. Such in brief are a few of the suggestions, and will show sufficiently the character of the report. Christian colleges should, indeed, be grateful to the Commission for a vital contribution to their life and work.

F. Mowbray Veltie.

Erleigh, Eva. *In the Beginning; a first history for little children.* London, Nelson 1930. 2s.

and

Ikin, R. G. *A Pageant of History; an outline of the history of the world.* London, Nelson, 1929. 2s. 9d.

For those who wish to have an easy elementary introduction to the history of the human race one can heartily recommend these two books. Together, they cover a very wide field and while in such cases the treatment must appear to be somewhat sketchy, yet much very useful matter has been gathered into a very short space. Mrs Erleigh's book is specially suitable for children who desire to know something of the very beginnings of our race on this planet or for parents who wish to help in this acquisition of knowledge and an admirable picture is drawn of our forefathers, from our first tribal ancestors right up to the downfall of the Roman Empire. If one wishes to be highly critical, one would have to object to that rather sweeping statement which is made about conditions in India to-day, viz., that "no man from one caste

can be friends with men of another caste but each man must keep to his own." If this had been literally true some of us, even from a foreign land, would have had less friends than we hope we have in this land of Hind. But in spite of this and one or two other small blemishes, anyone who is looking for an interesting introduction to history for young children, cannot do better than provide them with a copy of this interesting and instructive little book.

Mr Ikin's book covers the same ground as Mrs Erleigh's in its first 100 pages but it is written for older students. In the further 150 pages the picture is brought right up to the world of to-day and at the end, the author even leaves history and looks into the future. As suggested earlier the treatment is bound to be a little sketchy, but one puts down the book with the feeling that much has been accomplished in such a short space and the volume will serve as an admirable introduction to most of the major subjects of interest in world history. Those who are not specially concerned with the subject will find much that is useful from the point of view of general education and those who are keen on history will be able to follow up the various special topics which are treated briefly in this excellent little volume.

The format and general production of the two books is extremely well done, but this is not surprising as it seems to be invariably the case with the publications issued from this well-known and old-established firm. The present reviewer hardly ever picks up a Nelson's book without being filled with an almost inordinate desire to get hold of spare copies of the truly regal coloured plates, that are so profusely scattered in the pages of their many publications. Perhaps he may descend on Edinburgh some day and endeavour to carry off such treasures. They would make a splendid album and if such predatory instincts were put into practice successfully, even Scotland should

not grumble, in view of the 'loot' they have taken from South of the Tweed, right from the days of the Picts and Scots and they thoroughly deserve the shillings and pence they will get from English or any other readers of such books as these under review.

J. W. Thomas.

Harvey-Gibson, R. J. *The Master Thinkers; vignettes in the history of science with portraits.* London, Nelson, 1929. 2s. 6d.

This is a book which can be strongly recommended to anyone who seeks to understand the history of the development of scientific research and its results. Speaking as one who knows very little about physical science,—in fact hardly knows the difference between a Bunsen burner and a test tube the book has been both informing and interesting, even though the approach was from the point of view of the student of Economic History and as such one who is much more concerned with the results of scientific research than with its methods and procedure. A tremendous amount of ground is covered in the 240 pages, which deal with the period from Plato and Aristotle right up to Darwin's "Origin of Species" and yet one is able to obtain from the book an excellent conspectus of the progress of science and its increasing adaptation and usefulness to mankind. Once again one has nothing but praise for the manner in which the book is got up and produced by this House of Nelson. Such books are not merely ornaments on a bookshelf in any room, but are a pleasure and a joy to handle.

J. W. Thomas.

Kretschmer, Ernst. *Psychology of the Men of Genius.* London, Kegan Paul.

Geniuses are those that bring to society new and original values. Caesar, Luther, Napoleon, Bismark and Gandhi have given to the world new values that have shaped the destinies of their respective countries. What are the psychological and biological laws that govern the making of

a genius? This is what everybody wishes to know. Kretschmer has made an attempt to find out what is peculiar about geniuses, their births and the kind of life they led. This study reveals that genius is more or less associated with madness. He concludes that eminent persons show neurotic tendencies. The psycho-pathic component is an intrinsic and necessary part—for every form of genius in the strict sense of the term. 'Mental instability in men of genius gives them restlessness which becomes a spur to great deeds. That is why the mentally sound man does not break into poetry, revolution or war.' Among the psychological instincts that play an important role in the lives of geniuses is the power-seeking instinct. The working of the sex instinct is not always normal. The lives of geniuses have been marked by sex difficulties.

Among the biological laws cross-breeding is most favourable to the births of geniuses. It may occur within social classes, or localities, on birth, or it may be the result of racial fusion.

An interesting fact noticed about genius is that it is associated with family decadence. 'Genius arises in the hereditary process particularly at that point where a highly gifted family begins to degenerate.'

Kretschmer's attempt is laudable but is not the last word on the subject. He has confined himself mostly to European leaders of thought. Geniuses of other nations should also be studied: Gandhi, Tagore, Raman and Bose are still with us to give the lie to the proposition that genius is necessarily associated with madness.

The author has opened a new line of research. The student of psychology as well as the long reader will find the book very stimulating.

R. R. Kumria.

Berry, R. J. A. & Gardon, R. S. *The Mental Defective*. London, Kegan Paul, 1931.

The mental defective is a problem in social inefficiency. He may be regarded

as a burden upon society or a trust that needs special attention. The lawyer may take the former view but the psychologist will subscribe to the latter. For him a mental defective is defective through no fault of his. As nature ordained it he was born with 'marked limitations, or deficiency of intelligence, frequently associated with shortcomings of personality, due to lack of natural brain development which manifests itself in social and economic incompetence. The authors of the book under review have spent many pages in describing the evolution of the brain and the making of mind and have attempted to show how the mental defective lacks brain-cells that a normal person possesses and how consequently mental deficiency follows. The mental defective, moreover, has a diminished physique, insufficient vitality and defective metabolism. He cannot reason logically. His emotions are not always under control. He can plan nothing, invent nothing. The defective is not only helpless but hopeless also. He can never be cured. 'No power on earth can put brain-cells where nature has denied them.' But if there is no cure there is prevention. Voluntary sterilization may control human 'breeding from degenerate and tainted stock'. The defectives that are with us should be under proper control as short of control as they are, there is always danger of their lapsing into crime and moral vices. There ought to be a separate colony set up for them where they may be taught some useful work.

The last chapters of the book are very suggestive.

R. R. Kumria.

Delhi and Northern India Directory and Indian Encyclopaedia, 1931-32; an illustrated guide to North India covering U. P., Punjab, N.-W. F. P. and Kashmir. Northern India Publicity Bureau 'The Ashram', Simla W. C. or 26, Beadon Road, Lahore. Rs. 3 or six Shillings, 500 p.p.

Part I forms the back bone of the volume and is mainly of civil and commercial interest though it also contains in brief, a general outline of cities and towns dealt with and various public and religious institutions. Part II is devoted to the Indian army, tracing its history and giving the warrant of precedence, table of salutes and a list of gazetted officers. In Part III are collected together contributions from eminent writers on diverse subjects which will prove of immense interest to the general reader. Insurance also forms the encyclopædia. It will be of very great use to not only insurance companies and their representatives, but even to the general public. With the same object in view the book has been infused with a large number of photographs and guide maps. This is the first publication of its kind in North India. It is inexpensive, and yet so important that all libraries, and agents of public service must have a copy on the desk for constant reference.

A. K. Siddhanta.

Burns, C. Delisle. *Modern Civilization on Trial.* London, Allen and Unwin, 1931.

In the modern civilization the people in the West glorify and so do we in India. Civilization has brought to us the blessings of the railways, electricity, the motor-car, the aeroplane, the cinema and the radio. The social effects of these inventions has changed the habits and outlook of the people. The motor-car and the railways have brought common folk into closer contact. The movies and talkies have made men and women aware of people of other countries—how they live, dress, eat and recreate. The industrial revolution has enabled a man with a machine to produce ten to twenty times more than he could without the machine. Mass-production by machinery in the more highly organised nations has resulted in the seizing opportunities for exploiting weaker and less organized people. Again the machine age has divided society into two classes—the upper and the lower. The upper is known

as the capitalist class and the lower one the labouring class. The labouring is organizing against the capitalist; they want better houses, better dress, better food, better education for their children, more leisure and a larger share in the administration of the governments of their countries. Such are the problems which have been very intelligently discussed in this book. The book is very interesting and deserves to be placed on library shelves.

Ratanchand Manchanda.

Powys, John Cooper. *In Defence of Sensuality.* London, Victor Gollancz, 1931.

The word "sensuality" must not be misunderstood by the reader of this book. There is nothing sensual in it in the common sense of the word. On the other hand it is an ethical discourse on Life-Sensations. The author has philosophically discussed the emotions, feelings and sensations of human life. In the words of Hugh Walpole this book should rather be called "The Creed of a Modern Saint." Unlike the ancient saint the modern one does not repudiate the natural feelings. He rather takes these feelings naked and discusses them logically. It is a book of wisdom and should be read by all those who have a philosophical turn of mind. It is very interesting and will fascinate them like a story. It is undoubtedly a thought-provoking story of real human life. But to understand its meanings this book should be read in the calm atmosphere of midnight. That the literary world has been fascinated by this book can be calculated from the fact that men like Arnold Bennett wish it to be read by every one "who possesses any intellectual curiosity" and that it has been reprinted seven times in one year.

Ratanchand Manchanda.

Smith Evelyn, (Ed.) *Myths and Legends of Many Lands.* London, Nelson, 1930.

This book is a collection of selected tales from many lands. The editor has re-told in a volume of about two hundred pages some of the best stories related

in well-known story books of Greece and Rome, France, Britain, Egypt, Babylonia, Assyria, India, China, Japan, America, Polynesia and Australia. The language is beautiful and simple. The type is bold and clear. The book is printed on a very nice, thick art paper and is profusely illustrated with coloured plates. The editor has taken much pains in explaining

the pronunciation of foreign words used in the stories. The price of the book is about ten shillings and though very high is not quite unreasonable as compared with the get-up of the book. It is strongly recommended for secondary and high school libraries in India.

Ratanchand Manchanda.

*Books to Read

S. Kumar

Imperial Library, Calcutta.

Arnold, Thomas & Guilaume, Alfred. (Eds.) *The Legacy of Islam.* Edited by T.A. and A. G. London, 1931.

The work gives a bird's eye view of the entire cultural history of the Islamic people and dwells upon the influence that Islam exercised over the civilization and culture of the western nations.

***Chatterji, Ramananda, (Ed).** *The Golden Book of Tagore; a homage to Rabindranath Tagore from India and the world, in celebration of his seventieth birth-day.* Calcutta, 1931.

The title itself is quite explicit and needs no comment. One might be reminded on this occasion of a similar publication with regard to Hugo, *Le Livre d'Or de Victor Hugo*.

***Findlay, A.** *Chemistry in the Service of Man.* London, 1931.

It is a popularly written treatise where the general reader will find much profitable and useful information.

***Hardy, Florence Emily, Mrs.** *The Later Years of Thomas Hardy, 1872-1928.* London, 1931.

This forms the second and the concluding part of the biography of the novelist by his wife. The work will be greatly

valued and read with much appreciation by all students of English literature.

Huegel, Friedrich von, Baron. *The Reality of God, and Religion and Agnosticism; being literary remains of Baron Huegel.* Ed. by Edm. G. Gardner. London, 1931.

The Reality of God is an unfinished work, but even as such, it will be certainly welcomed by all serious students of the philosophical aspects of religion as a valuable contribution to the subject. Incomplete as it is, it may be likened to one of those half-hewn statues, where the grand outline suggestive of immense force and vigor appeals to the imagination and the intellect at the same time. As a pioneer of Catholicism, Baron Huegel attempts an analysis of the agnostic attitude of some of the finest thinkers of the last century. He rejects subjectivity in every form, and hence, according to him, the entire German transcendental movement from Kant to Hegel as infected by subjectivity, as Baron Huegel understands it, has to be discounted substantively to make it pass as current coin in the world of thought. In Huegel's philosophy pantheism or the doctrine of an Immanent God does not find any place. The work, however, is worth reading and will be valued by those who are desirous of study-

*Books (marked with an asterisk, *) can be borrowed from the Imperial Library, Calcutta on depositing their price.

ing two different tendencies of modern thought, namely religious and agnostic.

***Kirchseisen, F. M.** *Napoleon; Translated by Henry St. Lawrence. London, 1927.*

It is a commonplace biography of Napoleon and will be regarded as a reference work indispensable to the students of Napoleonic history. Dr Kirchseisen tells his story in a simple style which gathers considerable force and eloquence from its very simplicity.

***Meston (J. S.), Baron.** *Nationhood for India, London, 1931.*

The author states and discusses the problems concerning the conflict for the recognition of India among the nations of the world. They are symptomatic of various new situations which the post-war world has to face. The chief factors in the conflict have been set out with lucidity. The work is all the more useful as it yields copious materials enabling one to follow intelligently the processes that might eventually lead to coming changes in the Indian scene.

***Oman, J. W.** *The Natural and Supernatural. Cambridge, 1931.*

The work is an attempt to lay a foundation for theology by inquiring into its methods and considering its problems. Although some portion of the work is devoted to the study of the latter, its main concern is the question of right method. The standpoint taken up is the most marked and significant feature of the book which should be read with appreciation by those who intend to make an intensive study of the subject of theology.

***Raymont, T.** *Education. London, 1931.*

The work takes a wide survey of education in principles and practice. It affords a broad treatment such as one would desire in these days when the subject has already been highly specialized.

***Sarma, B. M.** *Federal Policy. Lucknow, 1931.*

An attempt has been made in this work to explain the salient features of federation in action in some of the existing constitutions usually grouped as federal. The political concepts relating to federation have been separately studied and altogether apart from the political evolution and history of federal states and constitutions. It is a monograph, quite handy, for the use of students of political science.

***Tiruvalluvar, the sacred Kural.** *Selected and translated with notes by H. A. Popley. Madras, 1931.*

The translation has been made from the original Kural. The inimitable couplets and the notable utterances of the great Tamil sage are offered to those who cannot read the original in a very beautiful and charming volume, quite handy and enjoyable. The translator who is a Tamil scholar of no mean ability and attainments is peculiarly fitted for the work and has acquitted himself in the most successful manner. The work forms a part of the Heritage of India Series.

***Vakil, C. N. & others.** *Growth of Trade and Industry in Modern India. London, 1931.*

The subject and the scope of the work are sufficiently indicated by the title. The historical and the analytical survey of trade and industry of modern India as afforded in the work is of great interest to the students of the economic history of India. The real problems that present themselves daily—nay, hourly—to us, the Indians, are mainly relating to the economics of our country. The authors of the present volume have re-stated those problems of abiding interest to the students of Indian economics and have attempted to study them in their various aspects.

THE
PUNJAB LIBRARY CONFERENCE
(SECOND SESSION)
Lahore, April 28--30, 1932.



The Punjab Library Association ; its History, Aims and Objects

Dr F. Mowbray Velte, M. A., Ph. D. (Princeton)

Chairman of the Council, Punjab Library Association.

AN irreverent friend of mine has shamelessly ventured to assert that a large percentage of our multifarious provincial or local leagues and associations are tombstones inscribed with the epitaphs of defunct enthusiasms. There is a large measure of truth in his jest, for many of our organizations have, it must be confessed, more of the inert placidity than the solid and enduring strength of a marble cenotaph. Deprived of actual life they linger on as names and delusions only.

There are present here to-day many, I know, who are frankly curious about the Punjab Library Association, and it is as well that for their sake I should endeavour to lift our organization out of the category of the associations described above. This I shall do as concisely as possible by a brief narrative of our history, our objects and our modest achievements.

The Library movement in the Panjab dates from the selection in 1915 of Mr Asa Don Dickinson of Pennsylvania University to re-organize the Panjab University Library on modern scientific lines. The President of this Conference Mr A. C. Woolner played a very large part in this appointment, and has always been an outstanding leader in all movements for library nurture and development in this province. We are, indeed, fortunate to have him in our midst on this occasion to guide us with his enthusiasm and his experience.

Mr Dickinson, who was in the Panjab for about a year did a notable piece

of work. He introduced the Dewey Decimal Classification System and the open access shelf system in the University library and set a model thereby which smaller libraries, if at all up-to-date, have eagerly followed. He trained librarians in the most recent library methods and instilled in them the idea that they were to be not merely custodians of books but friends and guides of those using their libraries. He gave the librarian a new standing and a greater respect for his task and showed him that in his work imagination, scholarly habits, tact, and many other forms of the highest wisdom were essential. And to initiate a real library movement in the Panjab he founded the Panjab Library Association.

After his departure it collapsed into what might well be described as a "defunct enthusiasm," and it remained moribund until October 1929 when some librarians in Lahore were inspired to form the "Librarians' Club." This small organization with admirable daring took upon itself the heavy responsibility of holding the seventh session of the All-India Library Conference in December 1929. The conference proved a great success and the Panjab Library Association came to life again. Its objects as stated were "to further the establishment, extension and development of libraries and to increase the usefulness of public, college, school and other libraries and to make them a vital factor in the educational life of the communities they are intended to serve."

*Address delivered at the second session of the Punjab Library Conference held at Lahore, April 28-30, 1932.

These objects are further and perhaps better defined in the Bye-Laws of the Association wherein they appear under seven distinct heads. These heads, of course, are subject to alteration or elimination as necessity arises, and may possibly be modified at the annual general meeting of the Association which is a part of this conference. But in order that you and I may take rapid stock of our actual accomplishment permit me to run through them with appropriate comment.

I. To further the establishment, extension and development of libraries.

Obviously we have not been able so far to do anything to establish or extend libraries. We have neither the power, nor what generally gives one the power—the funds. All that we can do is to talk libraries, and we do that without restraint. We do so, in especial, in the pages of our journal the "Modern Librarian" and on opportunities such as this. We do it directly and indirectly; directly by showing the value of the library to community, city or state; indirectly by trying to encourage the reading-habit by timely reviews. In the development of libraries finally we have played a fairly vigorous part for our suggestions as to library management and method are both sought and followed. This object, then, we have in part attained.

II. To promote better administration of libraries by giving advice and assistance to library authorities in the organization and administration of libraries.

This is really an expansion of clause three of the previous statement, that is the development of libraries, and I have already pointed out how in the "Modern Librarian" and through correspondence we are striving to fulfil this object. I might add that meetings of the Association and of the council of the Association also have their bearing on this purpose, and by useful discussion and

comparison advance it. In a modest way then we are living up to our commitments in this regard.

III. To promote more wide-spread love of reading among the people by conducting lectures, cinema shows and exhibitions for children and adults in the use of books and libraries and on other popular subjects.

Here we must confess to an almost complete failure to date. The Association has held one library exhibition that in connection with last year's conference, but has conducted no lectures or cinema shows on either purely library topics or "other popular subjects." There are so many lectures on popular subjects in Lahore already that so far as our city is concerned I think that this clause may safely be deleted but in mofassil towns where lectures are infrequent our district associations should I think push the lecture programme. Lectures on library topics, however, provided they are not over frequent, might well be attempted in Lahore, but they are not I feel, our most immediate need.

IV. To increase efficiency in library service by uniting all persons engaged or interested in libraries by holding conferences and meetings for discussions on subjects concerning library work.

This is our second annual conference and shows that we are endeavouring to live up to this project. We have, however, held fewer meetings of the Association for discussion during the past year than seems desirable, and have been more concerned with details of Association business than with meetings of the type indicated in the resolution. But again "The Modern Librarian" has come to our aid, and proved a uniting force as well as a medium for discussion. It has the advantage too of having an All-India circulation and thus drawing a larger number of diverse views into the discussions than would

be the case with a limited group at a meeting. The discussion side of the journal needs to be more vigorously developed.

V. To propagate adult education by helping in the establishment of night schools for those who are beyond the school-going age.

Actually this object is hardly within the purview of a library association, but it does show the catholicity of our interests. Probably, however, the object would be better excised from our bye-laws, and replaced by another which we should be more likely to fulfil. So far we have done nothing along this line.

VI. To issue magazines and books on library subjects.

So far books have been beyond our powers and will probably continue to be so for years to come, but our journal is to date our chief achievement. It has had to struggle through penury and has depended for its life on generous subscriptions in money and in time, but it now has a fairly wide circulation, is approved by the Departments of Education of many provinces—though not yet of the Panjab—and is in a more healthy financial condition than at this time last year. But continued effort and support will be needed to keep it going, and we believe it deserves such effort and support.

VII. Finally, to conduct courses in library science and to issue certificates of efficiency in library work.

Here again the Association has up to the present done nothing, for an excellent course for librarians has until very recently been conducted under the aegis of the Panjab University Library. If this library school is revived, the Association naturally will not start a rival show but will give it their full support. On the grounds of actual training, of experience, and of facilities for teaching the Panjab University Library is better qualified for this task than any other body and has proved a worthy pioneer in this important branch of education. That such education is being earnestly sought has been proved to us by several recent requests for instruction, and a careful consideration of the matter should form an important part of the business of the conference.

In conclusion then; of seven objects set before us in the bye-laws we have, in part at least handled five. Whether the objects are estimable in themselves I leave to you to judge. Whether also we have simply played about with an idea or whether we have achieved something at all tangible again I leave to you. May we request your support for and active participation in our programme? It is our purpose to be alive and effective and practical, and to avoid the tombstone existence derided by my cynical friend. With such an enthusiast as Mr Woolner as our President we have little to fear along this line at this our Second Annual Library Conference.

THE CONDUCT OF A NEWSPAPER

“**F**UNDAMENTALLY it implies honesty, cleanness, courage, fairness, and a sense of duty to the reader and the community. The newspaper is of necessity something of a monopoly, and its first duty is to shun temptations of a monopoly. Its primary office is the gathering of news. At the peril of its soul it must see that the supply is not tainted. Neither in what it gives nor in what it does not give, nor in the

mode of presentation must the unclouded face of Truth suffer wrong. Comment is free, but facts are sacred. Propaganda, so called, by this means is hateful. The voice, of opponents, no less than that of friends has a right to be heard. Comment is also justly subject to a self-imposed restraint. It is well to be frank; it is even better to be fair.”—(C. P. Scott of the *Manchester Guardian*)

Professional Libraries for Teachers

B. C. Harrington, M. A. (Columbia)

THE provision of varied kinds of text-books in English, history, mathematics, etc., in a staff library, is of practical value in offering to the teacher rich illustrative material and in setting before him possibilities of problem work or of explanation not found in the prescribed books. Even the discarded and worthless texts—and some of those published to-day by the less reputable firms—are useful as historical novelties and as danger signals. A real study and analysis of the better text-books in a subject would be of great service in improving a teacher's syllabus and plan of teaching, and in the discouraging of cramming. We also need historical studies showing the evolution in text-books offered to the Indian pupil from that deadening *outline* type of material to something rich with detail. But my observation leads me to think that on the whole this section of a teacher's library is generally used, if at all, to save one from work which really ought to be done in more original fashion. Slavish copying is a temptation to many who try to take the shortest cut to lesson preparation.

General reference works are of such obvious advantage and in such common use by teachers as to require no special discussion. Yet the use of encyclopedias, for example, in many schools, is almost valueless because of two grave defects in the libraries. If the encyclopedia is ten, twenty, or thirty years old, one can obtain as much misinformation as facts which are useful. I fancy that in my ideal library, I should have every reference book boldly labelled with the date of publication in glaring red letters, to constitute a warning signal for the unwary teacher or student. An almost equally serious handicap is that the provision of children's encyclopedias with facts treated and stated

as children like them, is not always thought necessary. The World Book, Compton's Pictured Encyclopedia, the Book of Knowledge, such sets of books, though primarily for the use of pupils themselves—in India limited largely to those in the three upper classes—are of real value to teachers in helping them to adapt facts to the immature child background, and the interests of adolescents. A set like the World Book gives the teacher also copious plans for developing lessons on hundreds of subjects treated in school.

Besides encyclopedias there are needed a few carefully selected standard works;—in history, for example, source books, books of historical pictures for class use, biographies, etc., in geography, travel tales and diaries; such books, kept up-to-date from time to time, serve to build up and enrich the teacher's knowledge of the subject to which he has devoted most of his study, and to keep alive an interest which communicates itself to the intelligent pupil.

I personally like to see in a teacher's library, particularly in towns without public libraries, fiction which has a special bearing on the teaching profession—stories like Sorrell and Son, The Way of all Flesh, Penrod, fascinating novels dealing with the life of childhood and youth and with that same human nature which it is our privilege to develop and to modify.

But none of these do I regard so important or vital to the success of a school as the more strictly professional section of the library. I have been curious about the state of this section of the library and its use in some high schools of Lahore, schools typical of this city but perhaps more well-off and enlightened than many in the smaller towns. I do not have official reports but figures collected rapidly by myself and two friends. We took the number of books dealing with the following sub-

*Paper read at the second session of the Punjab Library Conference held at Lahore, April 28-30, 1932.

jects:—Principles or Philosophy of Education, Methods of Teaching, Class Management, Moral Education, School Organization, History of Education, and Educational and Child Psychology, including Tests. The numbers found in four schools visited were: 130, 113, 50, and 41, for all the above headings combined. Related to the size of the Anglo-Vernacular section of the staff, the figures represent about four books to each teacher. The number of books issued during the year was also asked but the results, obtained in only two cases were:—In one school of 11 A-V. teachers, only eight books of the character indicated were issued and these to three or four men. In another school of 31 A-V teachers, a better record of 204 books was shown for the year.

Again I enquired into the circulation of the admirable Library of the Text-Book Committee, comprising some 15,000 volumes, with from eight to nine hundred on professional subjects. I was informed that the total issues for the province including all classes of books, was only 1686, and that less than 10 per cent were sent to teachers living outside of Lahore. The Librarian of the Central Training College, which loans books to former students, reports that no out-station requests had been received during the past year. The special Science and Geography libraries, however, report considerable use from outside, though comparatively few books were on teaching method, most of the books being for the use of pupils.

There are, therefore three problems: the book supply for teachers, the problem of circulation and use, and finally the question of selection. So far as Lahore and the larger cities are concerned the question of supply is not so serious. In Lahore it is a minor difficulty, for with the resources of the libraries mentioned and the University and Public Libraries, little excuse can be found for the man who claims he cannot find a book on his problem. But for mufassil towns, the state of the school library is of more vital concern. Even here, the provision of

the Text-book Committee is now scarcely drawn upon. One can offer the suggestion that the cost of outward postage be paid by the Committee's funds, in lieu of extensive purchases. This has been found to encourage borrowers and would be a legitimate experiment for a brief period—say six months. This could result in circulating a book to ten persons for the average expenditure on one new additional book. Our measure of library value must gradually be shifted, especially in this field, from one of growth in volumes to growth in circulation.

Following the hint contained in the recent address of the Vice-Chancellor before this Association, we might suggest that a school's recognition should await satisfactory provision for the initial stock of professional books and for keeping up annual purchase. No doubt an aid to this end would be increased pressure from the teachers themselves, and this can be fostered by the Punjab Teachers' Association. A further assistance would be a helpful and authoritative list of book selections which could be drawn upon when funds are available. Such a list will be printed in the next issue of *The Modern Librarian*.* I am glad to announce that the co-operation of Principal Parkinson and his colleagues has been promised, and that the list is already partially prepared. The question of funds causes much unnecessary anxiety and hesitation, it appears to me. The simple device of printing special book-plates inscribed with the name of the donor to a teachers' library, will, if capitalized, solve the problem for many a school. The co-operation of the teachers' association of the school, through the contribution annually by each teacher of one book which he has bought and read—a sort of co-operative book-a-month club, is a further means to this end. I well sympathize with the Headmaster or school committee which objects to spending the boys' fees for teachers' books, and indeed think they are entirely correct in refusing

*The list, referred to appears under the heading "Books on Education" in this issue—Ed.

such expenditure. Only let them not forget the numerous other ways to realize funds when the cause is as important as this one.

There are various devices to encourage the use of the professional library by teachers:—reading courses with a diploma provision, study circles among the staff or organized in a town by the Teachers' Association, debates in staff meetings, experimental work which necessitates teachers' study. I am tempted to speak on all of these, and more particularly the last—the function of experiment in stimulating teachers to read. But I refrain for lack of time and conclude with a consideration of some of the inner springs of action without which no device can be effective.

Here in the professional reading of the year is where the professional life of the man or woman is caused to bloom into the full flower of enthusiasm, or die out in the dust of routine. I know, of course, that some teachers live with their subjects, are wrapped up in them; that a lecture to 7th class boys—the latter sitting in passive admiration of their master's histrionic effort leaves behind a glow of self approval—so far can love of knowledge carry one! But all teachers who have started their careers by training and most others, I believe, are persons who doubtfully ask themselves, even after the most interesting lesson—"Did they get me?" "Are they really learning or am I only performing?" This is one admirable germ of discontent at the bottom of the reading habit for the teacher. I sometimes think that we should din into the ears of teachers—"Never be sure—first read!" We might make many more men with inferiority complexes, but out of them would probably emerge some more radical originators than we at present possess with our too safe methods. Not only is wholesome doubt in one's present ability to lead boys to learn needed. A teacher also needs to grow with his times. He realizes that we are in a changing world. Owen Young, a probable candidate of the United

States Presidency, and a great engineer, has said that our chief problem to-day is "to change" with civilization. The teacher has to realize that the educative process is based on scientific findings and therefore must respond to new advances in the sciences, especially the biological and psychological. A Library Association owes it to the educational institutions of a country to cry out in prophetic tones: "*live in your own time but grow into the future.*" Far too many teachers live in the past—the past of their college and training days! We must make it a matter of shame for a teacher—who should be a guide for the youth of to-morrow—to neglect the task of getting acquainted with that same to-morrow. For the teacher this of course has many implications, but certainly from the professional view, it means that he must do his best to keep abreast of educational thought and science.

Finally, I believe that a teacher defeats life-purposes, not only his own, but those of his pupils, when he does not use every means to better his methods of work. Here, for example, is the matter of weak or backward pupils. The common remedy, when such pupils are discovered at all, is to keep them after school. A little reading in suitable books on pupils' disabilities, on diagnostic tests, or the causes of pupil failure, will show that diagnosis is not a mass procedure but highly individual; that remedies good for one lad will fail with another; the acquaintance with others' experience is essential if one is to meet this baffling enemy with all the resources at one's command. So with all the hundreds of school and class-room problems—the teacher does a great disservice to his pupils when he is too proud, too satisfied, or too callous to study up better methods. The harm to pupils from uninspired and routine procedures during a single month of a school term, may extend to blight the entire life-time of the boy or girl.

When a teacher looks to his self-interest, as he may occasionally do, he must, I think, find that the hours of his

greatest zest to write are those when he comes fresh from books written by the leaders of his profession—a Sir John Adams, a Ballard, or Kilpatrick, a Dewey.

After all is said, to be ever short of the

goal, to be ever dissatisfied with attainment, to realize one never reaches perfection—these are among the tests of worthiness for a teacher of changing youth amid our changing times.

*Race and Communal Problems and Their Literature

A. K. Siddhanta, M.A., S.T.M. (Harvard)

THE Race or Communal question is a world problem to-day. It is the problem of the century. America knows its potency: the British Empire sees its importance and India feels its tremendous pressure. But whereas in all parts outside India some attempts are being made to solve the problem concretely, we in India are still in a theoretical atmosphere.

Some of us who are great patrons of modern science have been feeling that the Race or Communal issue will soon be solved through the magic wand of Science. These votaries of science feel that we are passing through a period of great tension. As soon as this stage of tension is over, the dawn of peace and harmony will appear on our horizon.

I do not know how you all feel about it but as for myself, I am one amongst those who strongly feel that we are just entering into the arena of warfare. We may take at least a quarter of a century to find a cure for this cancer of communalism if we immediately start organised work silently and honestly.

There are reasons why Race and Communal questions will play a great part in New India of to-day and of to-morrow. The community idea or the community issue is psychologically very alluring: it is so because of its *direct appeal* to the individual, of its *definite nature* and of its *catching power* especially to a group mind. Beside this psychological appeal, the geographical variance of India, educational defects of the country and the

political and economic nearsightedness directly or indirectly worsen the situation and push the problem to the foreground.

It is true that smaller social groups are merging into bigger ones thus enlarging their circle but the closed circle is still there. It is a fact that district Communal Associations are being provincialised and finally federated as All-India affairs: but there is no solution in that method—that simply magnifies the evil. Masses are undoubtedly awakening but unless leaders be on the alert, mob-rule will take the place of constitutional procedure: mere demand of equality has no meaning without the offer of efficiency; rights have no meaning without responsibilities.

Hence the importance of the study of the mass-mind of to-day. We have already the Hindu-Muslim, Brahmin-Non-Brahmin, Caste-Outcaste problems with us—one or two more will soon be added, e.g. the capital-labour problem and the problem of sex-competition in politics, teaching and business lines.

There are at least five different ways of tackling the problem—let me touch with one way—i.e. the educational one.

There are at present about 20 universities in India which have been telling us at least 20 times in the year that they intend making a citizen of the student. We are also told that the libraries are community servants. Are they merely talking or are they sincerely serving the community? I want you to help me in answering this question. Suppose you and I want to study the problem of Race-relations in an Indian University or desire to do some re-

*Paper read at the second session of the Punjab Library Conference held at Lahore, April 23-30, 1932.

search work in the line,—will any University help?

I have not yet found any such University in India.

As to libraries if you want to study from any one angle you will be disappointed. I have with me to-day a list of 50 selected books dealing with Race problems in general or with particular reference to America, Europe or South Africa but I have not so far come across a single dependable book dealing with the Communal and Race problem in India. There are trashy publications but not one real book which might be called a 'study'.

Universities are almost hopeless in this respect, but Libraries may help us here in two ways:—

- (1) By giving facilities to research students and scholars through a careful selection of books, manuscripts and references on the subject.
- (2) By educating the average public by subscribing to liberal and cultural journals and papers with international interests.

As regards Book Selection on Race and Communal problems, Indian libraries will do well in selecting at least twelve types of material all arranged under one heading:—

- (1) Early Indian History by Indian and European scholars.
- (2) Archeological finds, prints, maps etc., on India, up-to-date.
- (3) Greater-India publications [Calcutta]
- (4) Documents of work—Social, educational, legal, religious or political—for such Indian emperors as Asoka and Akbar.
- (5) Detailed literature on broad liberal movements as early Sikhism, Brahmo Samaj, Unitarian Church, Ram Krishna movement and Bahai thought.
- (6) Standard books on History, Philosophy and Psychology of Religions.

(7) Literature of all Inter-communal or International Leagues of India: as "Rotary", "International fellowship", "Unity Leagues", "Greater India Societies?"

(8) Literature of all inter-racial commissions and Congresses in India if any and of those in U. S. A. and Europe.

(9) Literature on Racial problems in the British Dominions and colonies where Indians inhabit.

(10) Printed results of specific experiments—in French colonies, the British Indies or Haiti Islands.

(11) Sociological and Biological Books on problems of Heredity and Environment, on Population and so on.

(12) General books on India—novels, essays, or lectures by Indian and European and American thinkers.

As to journals. Let not such cultural journals as "Modern Review", "India and the World", "Vishwabharati Quarterly" and the "Prabuddha Bharat"—all Indian—be omitted. Then there are the "Hibbert Journal", "Manchester Guardian" in England or the "Atlantic Monthly", "Unity" or "New Republic" in U. S. A. These are but a few of the journals which have an international outlook and need thus always be patronised.

Before concluding let us note that as regards Universities they might help the country by ensuring a steady supply of Literature through:—

- (1) Research work on the subject opening departments of Applied Sociology and Social Ethics.
- (2) By prescribing cultural study of Religions as an approved subject in B.A. and M.A. Exams.

Books as a Solace for the Sick

Isabel Du Bois

HOSPITAL libraries exist to provide aid in restoring hospital patients to normal health. The librarian of the public library hopes to encourage the love of books and the joy of reading, but in hospitals that is a by-product.

The only example I know of books actually therapeutic occurred in one of hospitals a few years ago when a patient who had had a broken arm appeared in library and asked to borrow two volumes of the encyclopedia. It was a bit unusual but the librarian gave permission. A few days later she needed the volumes, she visited the patient's room to inquire whether or not he had finished with them. He said, "Oh no I'll need them for a time yet. You see I carry them in my brief case for weight to straighten my arm."

To aid the patient's recovery, the library contributes in various ways. One of the principal ones is to assist the sick man in his adjustment to an abnormal situation. Reading relieves the emotional tension practically always present in the ill. It provides both relaxation and stimulation, depending on the state of health and the material read. Use of a library enables the patient to forget his surroundings and his pain, arouses his interest in something outside himself, and provides wholesome recreation so that living seems worth while.

Fear of the unknown and of the consequences of the disease dominates the mind of the majority of patients. That the physician has not made a correct diagnosis or does not understand the trouble he is treating, or that the medicine will not act as it should are general fears of the patient. To counteract such fear by giving the mind other thoughts, the library renders first aid.

Present-day therapy includes many methods not formerly considered. Doctors are no longer content with a prescription of drugs or perhaps surgery, but add rest, exercise, massage, electricity or any of the various methods of physical therapy now in use, as well as a study of the personality of the individual patient with the resultant psychic treatment.

Librarians with their specialized knowledge of books are often needed to provide the treatment that has been called "bibliotherapy." To do this the librarian must know his mental background, his present mental state as affected both by his disease and his physical surroundings, the length of stay at the hospital, and the doctor's opinion as to what is most needed to assist in the treatment—relaxation or stimulation. In general, the patient with a chronic disorder is likely to be depressed, especially if this is not his first stay in a hospital; he needs something to arouse new interests. The day before an operation any patient is likely to be nervous; he needs quieting and outside interests. After the operation he may have an optimistic view of himself as well as the world at large; then he needs restraint and something to provide excitement to still his own. At the wheel chair stage he feels he is a well man craving action and not books. Typhoid convalescents are often lazy-minded and need stimulation. The person with heart disease needs soothing relaxation. Each disease and each patient produce a mental state that the librarian must consider.

In a discussion of the building up of a book collection necessary to give the hospital librarian the tools for this service, the families and friends of sick and convalescent persons receiving medical treatment in the home may get some suggestions of value. A well rounded, general collection to provide for all interests and

tastes is needed in the hospital. In the service hospitals with which I am most familiar and in which the men stay through their convalescence more technical material is required than in the average hospital library.

Literary Excellence Not the Sole Guide.

First, how should fiction be selected and wherein do the standards of selection differ from those of the average public library? Veritable trash from a literary standpoint which the public library may not consider a justifiable expenditure of funds, may be the book need for the man or woman who has read little and has no standards to guide his selection.

First of all, standards of literary excellence are discarded. Only the subject matter, the manner in which it is presented, the thoughts it will arouse, or the way in which the patient will react are considered. Nothing that will provide unwholesome trends of thought is wanted. This is not a question of morals or prudery; it is only a question of the mental reaction of the patient. Much current fiction is not wholesome for the sick.

Realistic fiction material and psychological studies with depressing effects cannot be recommended for this use. Virginia Woolf's "To a Lighthouse" is excellent literature, but because of the introspection is barred from the hospital library. Richardson's "Ultima Thule" is another book too depressing. Rolvaag's "Pure Gold," a powerful story of the ruthless degradation of both body and soul from the love of gold that began only as thrifty saving, could almost produce melancholy in the well. Bojer's "Everlasting Struggle," a story of poverty and desperation, even though it gives the contrasting beauty both of the country and of love, is too stark for any one in an abnormal mental condition to read. It is well to remember that a sick body means a sick mind even though one may be unconscious of it.

A friend of mine, a librarian, discovered this, the day after my friend's operation, I visited her and knowing that she was a regular reader of the *Atlantic Monthly*, and

thinking that she would enjoy it when she was able to sit up, I took the current number. Her young nephew of 16, following his own taste, brought her the latest copy of *Adventure*. Her first day up she reached for the *Atlantic Monthly* with the usual pleasurable anticipation. After reading a page or two she came to the realization that she had not the faintest idea of what she had read; she began again with no better luck. Thinking it was a complicated article, she put it aside and tried *Adventure*. This she read with ease and completely forgot herself and her surroundings, although she never read it before or since. Later she returned to the *Atlantic* and discovered that the article that gave her so much trouble was perfectly simple. It does not, therefore, necessarily follow that the choice in health is the choice in illness.

So the fiction shelves of the hospital library must be filled with adventure stories and love stories, sometimes of the most inane and sentimental variety. The latter provides, as one of our hospital librarians has found, for such persons as the 89 years old Civil War veteran who wanted a love story "where they git each other" adding that he did not like to read the ones "where they did not git each other." Adventure stories include the western stories of Grey, Mulford and Seltzer. These provide the action that frequently is demanded in direct relation to the inactivity of the patient. Military men ordinarily lead active lives and when they are forced to inactivity by a stay in the hospital, they seem to need more than ever the western story, the thrilling sea yarn or the tale of adventure. McFee's "Pilgrims of Adversity" is an excellent hospital book for the man in this position. The action is swift, the story easy to follow, and the characters interesting. I can think of no unfavourable aspect of this book except the print, which is not as large as it might be. It is, however, clear and legible.

Detective Stories Must Be Dispensed Judiciously.

Detective stories are both useful and dangerous. They provide interest, stimu-

lation, as well as relaxation, and they are useful unless they include morbid and unwholesome details. This is one of the times when the librarian must use discretion based on her knowledge of human nature. The detective story that may be wholesome for one person may be disastrous for another, and the same may be true of the same patient at different times. One should avoid all stories with unwholesome or gruesome details such as of poisonings or suicides; too much of the supernatural or morbid introspection as to motives is dangerous. After taking care to exclude the unsuitable, discretion must be used in recommending any detective story. Biggers is one author who can be depended upon for a mystery story without objectional features. His characters are well drawn. Charlie Chan is an entertaining person. Biggers' plots are always plausible and the interest is sustained. "Black Camel" and "Charlie Chan Carries On" are two of his tales worthy of inclusion in a library for the sick. Cohen's "Black Stage Mystery" is another decent book without gruesome details.

Of the older detective stories "Dracula" is an outstanding example of what to avoid. It is a tale of pure horror and its recent revival as a movie has presented a problem for many hospital librarians because friends will bring the book to patients as a gift.

Always demand for the Classics.

The fiction shelves must also be provided with the old standbys such as Dickens and Thackeray for as a patient once said, "The nights are long, but Dickens is longer" and his were the only books certain to last out a sleepless night. This reminds me of a recent experience of one of our hospital librarians. This question was put to her by a nervous patient. "Oh, Miss Jackson, what is insomonia?" Only he called it insomonia with the accent on the second O! "I just can't find it in the dictionary and the doctor says it's what I've got. It keeps me awake nights trying to find out what it is." The new Harper large type edition of Dickens is particularly good for hospitals because of the attractive make-up.

The surgical patient needs something requiring no mental effort; therefore short stories or humorous stories that do not require sustained interest are frequently of the most use.

Pearson's "Quiver Books" is an excellent one to be picked up at an odd moment. It is full of the idiosyncrasies in books of other days and provides thoughts to be dwelt on after the immediate moment of reading.

Mrs Beckers' "Golden Tales of the Old South" is a splendid collection for use in this particular. Robert Benchley, Stephen Leacock, Will Rogers, Ring Lardner and other American humorists fill a great need, for while the individual sense of humor differs, so do these authors. I am glad there are still some who enjoy the "Auntocrat of the Breakfast Table" with its quiet humor, and Lamb's "Essays."

Christopher Morley's "John Mistletoe" is one of the best for easy reading. It can be read briefly, put down and taken up again, but the print is not good. The volume is full of food for thought and bright entertainment.

In the selection of non-fiction, travel and biography come first to mind, perhaps because patients can be more easily led from fiction to travel or biography. For the chronic patient who has become tired of fiction, either opens up new lines of interest. The fiction reader can occasionally be beguiled by such as "Contemporary American Novelists" or "Men Who Make Our Novels" as they are an easy step from the book they have been reading. In this age when new biography fills such a large space on all library shelves, it is not difficult to provide interesting books of this description, although one must be wary of the psychological type that delves too deeply into mental reactions.

Deutsch's "Incredible Yanqui" is the authentic career of an American soldier of fortune, sharing in many revolutions sometimes on the winning side and sometimes not. There have been several books of this type recently, such as Batson's "Vagabond's

Paradise," a book that may require discretion. James' "Lone Cowboy" is excellent for the man who wants only western fiction. "Lafitte the Pirate" is almost as unreal as fiction. "Dumas' The Incredible Marquis" will either satisfy the readers of Dumas with another romance or introduce Dumas to the lovers of romance.

Emily Dickinson has said, "There is no frigate like a book to take us lands away." While she did not refer to travel books only, they come first to mind. For those confined to their hospital beds, vicarious enjoyment of travel is one of the normal pleasures left. In selecting books on travel, unfortunately one of the major considerations must be the physical make up of the book. Often books of this class are so large and heavy as not to be suited to hospital use.

Roy Chapman Andrews' "Ends of the Earth," is an excellent hospital book. It is both biography and travel. It supplies adventure in a running account of the author's experiences almost all over the earth. It is well illustrated, has good print and is light enough for the average patient's use. Practically all of Mr Andrews' books can be recommended for hospital use.

Akeley's "Adventures in the African jungle" consists of informal reminiscences of unusual and humorous incidents that occurred on safari. It is attractively illustrated and easy to handle. "The Road to Grey Pamir" by Anna Louise Strong, the story of a horseback trip to the Central Asian Plateau, is delightful reading. For those who liked Halliburton's adventures, there is Ketchum's "Follow the Sun." "I Married a Ranger" is a cheerful description of the life of a ranger and his wife in the Grand Canyon. Dobie's "Coronado's Children" is an outstanding book beautifully made and delightful reading, to me more interesting than "Doubloons."

Books on animals and nature life have a most useful place in the hospital book collection but not all persons find them interesting and the librarian must discover the patients to whom they are suited before recommending them. Slosson's books on popular science such as "Science Remaking

the World" are excellent to start some readers away from fiction. "The Outline of Science" and "Masters of Science" are others that fill the same purpose. One patient in a moment of confidence divulged the fact that he had once been an animal tender in a circus and it appeared he knew a great deal about animals, especially spiders and snakes. On her next visit to his ward, the librarian brought him a beautifully illustrated volume on reptiles from the nature library. With shining eyes, he said, "Did you pick this out for me? I'll say you're some picker." From then on it was easy. He read Beebe and Carl Akeley's stories and had a grand time.

"Bambi" by Salten is one of the best of hospital books. Its simplicity and charms make it appeal to almost every one.

Zane Grey's books on fishing are heavy and if they can be handled are frequently a new avenue to the Zane Grey fans who only know him as a writer of western stories.

A book on the book list of last spring "Jungles Preferred" by Janet Miller is one of the most delightful books I have read. It is good for the sick and well. It provides sufficient thrills for the most blase but no gruesome details. Her keen sense of humor prevents the discouraging, depressing aspects of her life in the equatorial jungles of Central Africa from coming to the foreground, and she presents a vivid picture of the jungle, its plant and animal life. It is an example of courage in facing almost overwhelming odds that will prove beneficial to the reader. I read this immediately following Seabrook's "Jungle Ways," a perfect example of a book unsuited for hospital use.

The baseball season opens an avenue of approach to the books of Christy Mathewson or Babe Ruth's biography, books that have inspired many a man to read a book who never read before.

The use of poetry depends on the person and on the librarian. It is particularly useful in the heart wards in which something serene and peaceful is needed. After soothing poetry, the patient often slips off to a deep, beneficial sleep. Refreshment of the

spirit is closely related to comfort and relaxation of the body.

The interests of patients are as wide as the world itself and each person requires the fulfilment of his own needs. Much has been

said in library circles about fitting the book to the reader. I know of no better place for this than in the hospital. Moreover there is no place in which an intimate knowledge of books is as necessary as in the hospital.

() *Hygeia.*

Rural Library Service

S. Jagannathan

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BEFORE describing the rural library service, it is necessary to point out the value of the library movement. The library movement is a part of the educational programme which aims at diffusing knowledge to the masses. It finds out the various instruments of learning apart from the books which form one of these instruments. It also aims at training workers who will be fit to awaken the masses and create an interest in them for learning and reading. The work that is being carried on in towns by library workers must certainly extend to the village and rural parts. Especially in India, where 90 per cent of the people live in villages the education and the uplift of the villagers must go hand in hand with those of the townsmen. At present the village people are being entirely neglected.

The village population consists of:—Children of school-going age, men and women—literate and illiterate. The rural library service must cater to the needs of these several sections. The library in the village must be in the charge of a trained worker who acts like a missionary for spreading knowledge throughout the village. The library must be located in a fairly central and spacious place in the village, where all the villagers can go often to read books and to attend lectures. The library must be attractive. On its walls there should be health charts and posters for the education of the people. There must be "Bulletin Board" which tells the people some important current events from papers. At least one good vernacular daily and one illustrated weekly are essential. Besides these a

magazine rack must be provided on which some important quarterlies, monthlies, and weeklies should be placed for the reader's use.

Women and children should also be invited to make use of the library. A separate room should be provided for children and a collection of beautiful easy literature both in the English and the vernacular languages be purchased for them and placed on low beautiful open shelves within their reach.

Other means of imparting knowledge are through lectures, lantern-slides and pictures. Lectures should be arranged at least once a week preferably on Fridays in the library premises or in any other suitable place where all people can gather together. Lectures on health, history and geography, and travel and about the "Glorious Past" which people love so much, should be arranged. Monthly or quarterly the people must be invited to interesting and vivid discourses preferably accompanied by songs and music. Slides and films on useful subjects should also be borrowed from a central organization and good lectures for the benefit of villagers dealing with the care of children, child education, agriculture, industries, health of cattle, market gardening, etc., should be arranged. People have heard of the modern inventions and man's conquest of Nature. Simple expositions of popular science in non-technical language will be appreciated. There are not many books in the vernaculars dealing with popular science. The Librarian should invite teachers and pro-

fessors to deliver lectures in the vernacular on scientific subjects in such easy language that laymen can understand them. Such lectures should be printed or at least preserved in the library in manuscripts and be made available for the readers' use. Duplicate copies of such manuscripts may be sent to branch libraries. Use of pictorial charts and picture albums are effective means in giving people useful general knowledge of the world. Library Associations must make pictorial charts and albums for the use of the village libraries. These albums should be kept in a prominent place in the Library. In the making of the albums the following topics are suggested.

1. "Peeps at many lands".
2. "Albums of great men and women".
3. "Historical Stories".
4. "In the World of progress".

The Rural Librarian must himself take interest in collecting books, magazines and newspapers from some of the well-to-do members for the use of the Village Library. By his co-operation with them and evincing their sympathy he will make his library a store-house of learning, a culture club of the village and an adult education centre.

Separate lectures, if necessary, may be arranged for women. Books may be delivered at their houses. The latest additions and magazines and periodicals may be sent to them in their homes. Experienced and intelligent women may be requested to speak to women on the care and bringing up of children, home economics, value of reading sacred books, etc.

The librarian must so conduct himself that even the poor villagers feel that they too have some share in the library organization. He should some times read stories or extracts from periodicals or dailies to the illiterate folks of the village.

Many a gem is hidden among the village population and many treasures lie buried in the village. People who are fond of ancient culture and ancient learning must learn from some of the enlightened men of the village on subjects they are interested in. It should be the duty of the library workers

to collect some ancient books or palm leaf records which may be in possession of some of the villagers. They could be deciphered if possible and if worth recording should be sent to the Central Library for necessary action and return. If the owner is willing to part with it, it is well and good. Folk tales, medicinal properties of plants and herbs, astrology and astronomy, methods of agriculture, cattle breeding, ancient history and cottage industries are some topics on which library workers may collect information.

The library workers can not only give general knowledge to people through books and popular lectures and by other visual aids and enable the literates to continue their studies instead of lapsing into illiteracy. They can also help in the establishment of adult schools for imparting education to those who are illiterates and are beyond the school-going age. This requires a number of trained workers for adult education. This is an intensive form of mass education. If the library workers in the rural areas can have competent and willing volunteers or teachers to undertake the work of teaching illiterates it is certainly commendable.

The rural library workers must snatch opportunities when large numbers of people gather together at village fairs and festivals. On such occasions they should arrange interesting lectures and book exhibitions which would create in the people a general desire for learning and seeking knowledge. Posters, placards and notices will also be very valuable. Temperance, kindness to animals, educating children, clean habits are some subjects on which the library workers can talk to the gatherings.

There should also be a Travelling Library Service for areas where a library cannot be opened. These Travelling Libraries will have to do just the same educational propaganda as the stationary Rural Library. Beside lending books and reading to people out of books they will have to be educated through lectures aided by pictures and lantern slides. Books on health, childrens'

(Continued on P. 165)

Children's Service in Public Libraries

Miss Mary Gould Davis

Chairwoman, Section for Library Work with Children,

American Library Association.

SYSTEMATIC, specialized library service to children began about forty years ago. Now it is a distinct unit of work in practically all good public libraries except the very small ones. It is a unit organized to meet the demands of a special group of people who, though limited in experience, are none the less entitled to good reading, authentic sources of information, and dignified aid in using this material. The book collections include books on nearly all subjects and the best of the current children's magazines—a variety of material to meet the wide range of children's intellectual interests.

In the rooms set aside as the centres of this service, children find a world scaled to their interests and to their point of view as individuals. Sympathetic, trained adult judgment is responsible for the selection of the books and attractive physical features, but once that selection is made the children are free to use and enjoy it, without interference, and with only such guidance as they seek. It is the voluntary feature, this sense of being left alone in a pleasant pasture, that accounts for the hold which children's rooms have upon reading children, and which attracts the non-reading child. The librarian does, however stimulate and guide reading by story-telling, by exhibits, by distributing reading lists, by talks to classes in the schools and to individuals at the library, and in many other ways. The influence of children's rooms is further extended through co-operative activities with any organization that touches the lives of children and young people.

In large urban centres a network of children's rooms in branch libraries is spread throughout the city. Each room is administered by a trained children's librarian under the general supervision of one

director. The branch children's room takes on the colour of the districts they serve, meeting the racial, economical, and social conditions in a variety of ways, but always with books as the ultimate goal. The foreign children of these districts find in the children's rooms a respect for old world traditions as well as incentives for adopting those of the new world and a sympathetic understanding of their problems. Branch librarians have made a successful effort to develop the library as a neighbourhood institution, and to respond to juvenile interests and attitudes.

Schools are served through the children's departments of public libraries by wide and varied methods of co-operation, according to the extent of the development of the school library system. Books are sent to classrooms, often to parochial as well as private schools. Permanent school collections are supplemented by books from the public library and instruction in the use of the library is given by the librarian. Furthermore, classes visit the library for research material, for instruction in the use of technical aids, and for recreational reading.

Much remains to be done for the boys and girls who have ceased to be children but are not now adults. Adolescents are surrounded by a vast array of new influences, particularly commercialized forms of recreation, many of which are unwholesome and degrading. With these influences, the quiet relaxation, the calm mind, and the contemplative and inquiring attitude, which accompany the use of books, are in direct competition. But they cannot win unless a real love of reading and a knowledge of books as sources of

*Sent to the Library Service Section of the First All-Asia Educational Conference.

information have been fostered by the school; unless libraries have provided the most attractive physical surroundings, and the most carefully chosen books that are at the same time acceptable to these adolescents: and unless persons with the proper point of view and ability have encouraged reading and helped young people to follow through their own mental projects.

In some large libraries, special rooms and collections are set aside for these intermediates and the staff is chosen for unusual personal abilities to meet and serve this difficult group—a group critical, sensitive, curious and exploring, unconventional in point of view, sometimes intolerant, loath to admit enthusiasms but more likely to reveal them to librarians than to almost anyone else. The gulf of reserve is bridged by the common interest in some book or subject. This work is in many ways one of the most profitable investments of public funds.

The separation of these intermediates, through service in a special room, is by some librarians considered not altogether successful: the chief difficulty lies, they say, in the self-consciousness of these older boys and girls, no longer content to be considered children or served in a special room, and often insisting upon being treated as fully mature adults. Many of them, and generally those who most need the library service, are averse to being classified in a special group. It is generally agreed, however, that adolescents can be most successfully served if someone widely conversant with both adult and juvenile needs is definitely charged with the responsibility of making contacts with them.

In the small towns or villages which support a library and are unable to afford the services of a trained librarian for children, a section of the main library, or a room, is set aside for the use of children, and the intermediates are admitted to the adult department. The specialized personal direction and encouragement in this case must come from the librarian, upon whom many other duties are incumbent, but the informality of village life, the unhurried mode of living, the intima-

cy and the lack of distance, give the librarian of the small library opportunities to be of help that are even greater than would be possible in a large city.

Within ten years after the establishment of specialized library service for children, an apprentice class for the training of library workers with children was established at Pittsburgh. This class became a school for children's librarians, the first of its kind in the world. Since that time other library schools have offered courses in the administration of children's rooms and departments, the selection of books for children, story-telling and related subjects. The demand for children's librarians exceeds the supply. Only 7.3 per cent of the 12,000 members of the American Library Association are children's librarians; but in some cities they administer from one third to one half of the total book circulation. No children's librarians are listed as members of the American Library Association in eight states and over one-half those registered are concentrated in New York, Pennsylvania, Ohio, Michigan, and California. That there are not more trained children's librarians is probably explained by the lack of high salaries and yet limited opportunity for advancement; but the profession is not over-crowded, its future is encouraging, and for the right type of person there are undeveloped lines of work.

Library service for children has, in forty years of its separate existence, proved its usefulness as probably the greatest incentive to voluntary reading and voluntary enjoyment of books without regard to credits, curricula, or expected response to tests, questionnaires or other paraphernalia of education. The problem of the children's library is to reach all children. To do this they must employ professional workers, carefully trained to maintain a live, up-to-date rich and varied book collection, and to prepare original, effective lists, workers whose intelligence and training will prevent their being bound by ready-made opinions. But if there are to be good collections and trained workers there must be adequate financial support.

The Madras University Library

S. R. Ranganathan. M.A., L.T., F.L.A.

Librarian, Madras University.

GENESIS. By his will dated 9th September, 1897, Mr William Griffith bequeathed a legacy of Rs. 25,619 to the Madras University. On the receipt of this amount on 25th October, 1901, the University decided to utilise the amount for the establishment and organisation of a library. This nucleus was augmented by a grant of Rs. 1,00,000 made by the Government of Madras in August 1907 and by an annual grant of Rs. 6,000 to be made by the University. The management of the Library was vested in a committee, which was appointed on 5th December, 1906, and began to function on 9th February, 1907, with an establishment "of one Assistant Librarian and one attendant on Rs. 50 and Rs. 15 per mensem respectively" to do "the clerical work connected with the University Library." Fellows of the University, members of the staff of affiliated colleges and registered graduates only were allowed to consult the books in the library at the beginning while the general public was admitted in March, 1914. In the same year rules were also framed for lending books for home-reading.

Librarian. A full-time librarian was appointed on 4th January, 1924, and the organization of the library on modern lines was taken in hand after his return in July, 1925 from a course of training in Library Science in foreign countries.

Finance. As a first step, a non-recurring grant of a lakh of rupees was obtained from the Government to complete the run of scientific periodicals. In course of time the recurring annual grant from Government was also raised to Rs. 43,500. This has enabled the library to purchase about 4,000 volumes in a year and to keep about 1,000 scientific periodicals current. On an average the library gets also about 1,500 volumes in a year as free gifts from the

various governments, learned societies, Universities, and the Carnegie and other institutions of the world.

Resources of the Library. The library takes only books of an advanced nature. It has complete runs of several periodicals indispensable for research. The collection of periodicals, reference works and collected works in mathematics, Physics and Chemistry may be said to be nearly complete, while the collection in natural sciences is not so exhaustive. The resources of the library in English literature and Sanskrit are also fairly full. Psychology, Teaching and Geography have been recently strengthened.

Till the Government Oriental Manuscripts Library is amalgamated with this library, we cannot speak of a manuscripts collection. However, we have one invaluable manuscript, *viz.*, the unpublished note-book of the memorable mathematical genius S. Ramanujam F. R. S., who was snatched away from us prematurely. We have also the manuscript original of Swamikannu Pillai's monumental *Indian Ephemeris*.

In addition to the extensive collection in the main library there are also small collections or off-used books located in each of Departments of Research.

This library has been selected as one of the deposit stations for the *International Mind Alcove* collections of the Carnegie Endowment for International Peace. This Alcove is one of the most popular collections of the library.

Classification. A new scheme of classification has been worked out embodying the most useful features of the various printed schemes available and bearing several new features that have been found to be of great advantage. This scheme has been called the Colon Scheme on account of the

useful part played by the symbol ":" in the notation of the scheme. The books are now arranged in a minutely classified manner, in accordance with this scheme.

Catalogue. The old paste-down author catalogue is being gradually replaced by a classified card catalogue and an alphabetic Card Index. Profuse subjects cross-references are given in red cards in the classified part of the catalogue; so as to save the time of the reader and to bring to his notice all the printed materials available in each ultimate class. The index part contains in the alphabet sequence the names of authors, editors, translators, series, titles which are not significant, topics which cannot go into any one class and the names of the classes of the Colon Scheme. The cataloguing rules have been carefully codified with this end in view. The number of cards so far written is about 100,000.

Loan Privilege. In 1914, the loan privilege was confined only to the teachers of the colleges and the research students resident in the city of Madras. In 1921 the privilege was extended to the undergraduates studying for an Honours Degree in the city of Madras. In 1928, the privilege was further extended to the teachers in the mofussil colleges as well to all the undergraduates in the city, irrespective of the degree for which they may be preparing.

Publicity methods. A list of weekly accessions is published in the local Dailies, and in the Educational Review. Copies of the list are also sent to all the colleges, hostels, the important clubs and the important schools in the city. Special bibliographies are prepared and freely distributed whenever an opportunity occurs. An attempt is also made to keep the service of the library in the public mind by frequent announcements in the Dailies relating to some aspect or the other of the activities of the library. A few direct talks are also given to the student population every year about the resources of the library and the facilities available for study.

Issue method and hours of opening. The card charging method was introduced in

1927 and the open access system came into operation in December 1929. The library is now kept open all the days of the year from 7 A.M. to 6 P.M. A few graduates have been added to the counter staff to do reference work, i.e., to help the readers in expeditiously finding the materials required by them. From August, 1926 books are being delivered at the residences of the Graduate Members, who pay an advance quarterly subscription of Re. 1.

Year.	No. of Vols. in stock	No. of Periodicals current	No. of Borrowers	No. of Visitors	No. of Books issued	Strength of the staff	Budget provision	1931
								Rs.
1931	70,000
1924	33,000
1914	7,000
1908	3,200
								160
								...
								...
								...
								...
								2
								34,000
								16,000
								37,000
								89,000

Library buildings. The library was originally located in the Connemara Public Library Buildings. But even as early as 1911, the need for a separate building was felt and accordingly the first set of plans for a new building was drawn up in 1913. After many revisions it has now reached what appears to be the final stage. The foundations have also been taken in hand. The estimated cost of construction

and equipment is about Rs. 13,00,000. The plans provide for

- I. A four-tier stock room with shelving for 3,00,000 volumes.
- II. A general reading-room with about 100 seats.
- III. A research reading-room.
- IV. A ladies' reading-room.
- V. A manuscripts reading-room, as the Government Oriental Manuscripts Library will be amalgamated with the University Library on the completion of the building.
- VI. A periodical room.
- VII. A seminar room.
- VIII. An exhibition room.
- IX. A strong room and
- X. Three administration rooms.

Pending the completion of the building, the library is now temporarily located in the Senate House.

Extra mural activities. The University is running a Summer School of Library Science in the University Library under the direction of the University Librarian.

Publications. The Five Laws of Library Science by S. R. Ranganathan, M.A., L.T., F.L.A., University Librarian, Madras, with a foreward by Sir P. S. Sevaswami Aiyer, K. C. S. I., C. I. E., and an introduction by W. C. Berwick Sayers, F. L. A., Chief Librarian, Croydon Public Libraries. Svo 1931.

2. The Colon Scheme of classification.

(Coming out shortly).

"Tightenng Up"

Lucy M. Buker

*Secretarial Assistant to Librarian of the Main Library,
Cleveland Public Library.*

JUST as we have a car overhauled and put in order at the beginning of a season to avoid accident or inconvenience, so our library service needs to be inspected and "tightened up" if it is to go through the depression uncrippled.

The first thing to be done is to eliminate possible causes of difficulty with the public; this is especially desirable now when nearly everyone seems "touchy" or depressed. Libraries should look at themselves critically on the following points: Are the rules reasonable and in harmony with present conditions? Are those relating to time limit, fines, etc., placed in each book where the borrower will be likely to see them, and are they expressed so clearly that a person of average intelligence can understand them at the first reading? There are still libraries whose antiquated rules limit borrowers to one book of fiction, one seven-day book, or two books at a time,

a policy which smacks of the country store-keeper who refused to keep attractively patterned dress goods because he was always having to order more.

Does the library have in typed form easy for consultation a more complete set of rules and instructions so that assistants may refer to them readily? In many libraries instructions and decisions have never been written down, or have been allowed to get out-of-date. Everything is all right as long as someone who knows is at hand, but some day a young assistant may be left alone, and for lack of instruction, refuse a needed privilege, or grant too much.

Does the library assume infallibility? Overdue notices requesting the borrower to bring or send his card into the library if the statement in the notice is not correct, will have some unpleasantness.

Are signs posted at the catalogue, the READERS' GUIDE, and wherever explana-

tion is needed? These will aid in dispelling the baffled, irritated feeling which some people experience in a library.

A sign at the door: Books stamped? may remind a forgetful borrower without embarrassing him.

A frequent cause of annoyance to the public is an apparent lack of attention on the part of the staff. The man who sees three or four assistants talking together, or reading at their desks while he waits for help, is justified in wondering if they are paid public money for conversing or reading. It may be a staff meeting, or a search for a quotation, but the one could take place out of sight, and the other be done in a more business like way. If an assistant must make a telephone call to get some information for an inquirer, and the line is busy, common politeness would suggest that she explain this and offer to try again, before turning to help another person. Or if she must send a page to another room to get material for a reader, she should tell him this, not leave him to wonder at the delay while she goes on with other work.

The Warmth of Human Interest.

But it is not enough to avoid causes of offence—service must be inspired by a warmth of human interest which will “bend the rule” or find a way to serve in spite of rule. A lost or forgotten card should not deprive a reader of something he has taken the trouble to come to the library for. Library workers too easily forget that for many people a visit to the library means time and effort. A reference book may not be loaned for a week, but it may be for an hour if the need is great. It may not be possible to renew a book, but the assistant should not stop with that; she should suggest transferring it to another card, or try to obtain another copy of the same title for the reader. “Never use a negative without following it up with an affirmative, as Mrs Maze writes in “Psychology Behind the Loan Desk” (*Illinois Libraries*, Oct. 1931, p. 183-6).

Every situation is different because of the personalities and conditions involved, but

many have a basic similarity, and there is a way of handling them which will give the reader a favourable opinion of the library and its service while upholding the rules and the rights of other readers.

The stranger who objects to leaving a deposit for a book because “you don’t trust me, and I’ve been coming here every year for ten years,” may be mollified by the explanation that a deposit is asked of all non-residents, even world-famous visitors, and with the offer of the librarian’s own card. The club-woman who wishes to borrow all the books on a subject; or the group who want every copy of a play (which is on a school reading-list) for two months, are amenable when the simultaneous need of other readers is explained, and at the same time an effort made to secure other material for them—perhaps additional magazine articles for the club-woman, or an extension of time on several copies of the play for the group who plan to give it. The reader who complains because the library has a certain religious magazine may be persuaded to give a copy of his own denominational paper when he learns that the library tries to represent all views, but does not purchase any sectarian material.

Polite Pages Preferred.

Methods or phrases proven successful by experience can and should be passed along to a library staff, especially to everyone who meets the public. Even a page should be taught how to answer the questions asked him. Instead of saying “We’re not allowed to answer questions,” or “Ask the girl at the desk,” he should take the inquirer to an assistant and state the question so that the person will not have to repeat it. If this is possible, the page may say “I’m sorry I can’t answer your question. Will you please ask the assistant at the desk?”—start the borrower in the right direction, and keep an eye on him to see that he gets there.

The Proper Approach.

For the assistant who is not at a desk, but “on the floor” there is the simple matter of what to say in approaching people: “May

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*Libraries and the Part they Play in National Life

A plea for the Inauguration of a Library Association in Bihar

Gokal Prasad, B.A., B.L.

Patna City.

IN the literal sense a library is "the name given to collections of books, and to the buildings in which such collections are located." But the conception with regard to the functions of a library has developed into a system.

THE LIBRARY AND ITS FUNCTIONS.

One of the primary duties of every progressive state is the education of its citizens. Primary education is not only imparted universally but free and without cost under compulsion by the state, the expenses being a charge upon the revenues of such states. And the library is treated as a milestone in the spread and diffusion of mass education. Mr Strachey, Editor of the *Spectator*, is of opinion that "primary education might be described as fitting men to make use of a library. In learning how to read and write and cipher, men are in effect learning how to use the mental tools of existence. These tools are books, and books make a library. The wise state, therefore, sees to it that there is a plentiful supply of tools at hand, so that anyone who wants to use them for his own and the public good can do so without impediment. To educate people and then not to provide them with tools to work with is obviously a blunder, if not a crime."

The Americans have carried the idea still further. Miss Morgan, Editor of the *Journal of the National Education Association*, Washington, says: "What memory is to the individual the library is to the race. To try to learn without the library is trying to run without legs. It cannot be done. Intellectually, without a library, a

School can only crawl. It is likely to be stupid and dull so that pupil and teacher are glad to get away from it. Under such conditions, learning is uninviting, teaching drudgery, reading a task, and the art of using leisure happily and well, a neglected art to be acquired, if at all, by accident outside of school." She adds further that "the library is a liberating factor. It leads the child to appreciate books as tools which he can use in every activity of his life. He learns to love noble ideas, beautiful expression, and well organised data. He learns to navigate in the sea of human thought."

With these ideas about libraries, modern states have, in their own way, organised the library system in their respective territories.

THE THREE SYSTEMS.

A close study of these various organisations reveals the development of at least three progressive systems in the world. Each system has evolved types and models best suited to its own individual needs. We have thus, broadly speaking, three models of library organisation, *viz.*—

- (a) The British.
- (b) The Continental.
- (c) The American.

These are, besides, library organisations in Asiatic countries too, *e.g.*, in Japan, in China, in the Philippines, in the Indian States, chiefly Baroda and Mysore, but they mostly approximate to one or other of the

*Paper read at the 49th anniversary meeting of the Behar Hitaysti Library, Patna City April 10 1932.

types referred to above. Still the marvellous achievements effected by these eastern states is a history by itself and one can profit by studying them separately.

LIBRARY ORGANIZATION IN GREAT BRITAIN

The organisation of the library movement in Great Britain has centered round the Library Association of that country. The Library Association was founded in 1877. Before that period there was no other central organisation. The Library Association aims at uniting "all persons engaged or interested in library work,"—local authorities, representatives of organisations with kindred ideals, members of the general public, as well as professional workers. The Library Association is therefore, necessarily educational and advisory. All those who seek to maintain and improve the services rendered by libraries of all kinds may ally themselves with this central body which will provide the fullest possible opportunity for exchange of ideas and information, watch all matters concerning libraries and those engaged in library work, devote its utmost attention to the better equipment of library workers, and see that their professional qualifications are properly recognised. In 1919, in conjunction with university authorities, a school of librarianship was established at University College, London and another at Manchester although examinations used to be held and diplomas granted since 1896. The attention is being more and more directed to children in whose upbuilding lies the salvation of the nation. It is recognised that "every child learns to read in the literal physical sense, but between the mechanical facility thus acquired and the art of reading with intelligence, purpose and profit there is a gulf fixed which is enormous." The endeavour, therefore, is, through a network of libraries to catch the child at an early age and to train him as a reader. There are children's libraries and adult libraries. Details with regard to the working of these chil-

dren's libraries are extremely interesting and instructive and may be studied separately.

LIBRARIES ON THE CONTINENT

Turning now to the activities of the continental library systems we find that the theory underlying the work of libraries is to create a "definite condition for the nation." "The task of the Public Library," says Walter Hoffman, Director of the Peoples' Library Leipzig, "does not consist in giving the poorer classes somewhat gratuitously or cheaply what other classes already possess but in establishing in the sphere of the intercourse of the mind a definite condition for the entire nation." He further adds, "The goal of all social life is the community of national culture which alone can be the building material of the future community of a people."

The entire problem of the public library is viewed on the Continent from this standpoint. To convey to you a fuller idea of what they mean by this it is necessary to go to Walter Hoffman for further light. And we read. "The Public Library sifts and collects the living literary production, the polite literature (*belles lettres*) as well as the non-technical informational literature, and attracts the entire population towards its use in return for real worth. The entire population! The problem being so universal and comprehensive, the mode of action which shall serve to solve this problem must also be general and comprehensive. Independently of the literary circle and of the business interests, the library diverts towards the life of the nation the things of spiritual value which have proceeded from the life of the nation, and brings both of them again together. In this general social function, and not only in the free offer of books to the poor, lies its unique significance. The complete or partly free service (of books) is only a certain technical device to realise this social function in the greatest measure under the present circumstances, to capture and attract just at the outset the masses, probably a large part of the masses, to the uninterrupted service of the library.

"Out of its general social function have arisen the special working problems of the public library. Its most important working problem is the constant critical scrutiny of the total book production, the ever recurring examination of the total stock of books published, the elevating of the spiritual life of the nation, the magnifying its intrinsic life wealth, and the creation of a spiritually interdependent living nation out of a disintegrated and tangled mass pressing against one another. The second, but none the less important working problem, is the development of forms of work which guarantee a living association with the spiritual life impulses and the spiritual desires which exist in the people. The impulses which through antiquity, race, forms of work and life, give the different social groups their special spiritual stamp, the necessity for the development and shaping of individuals—towards all this the technique of the public library must be adjusted if it should be a living force in the service of a progressive nation.

"The public library so guided and constituted is then the place at which books and society meet together and bear fruits mutually. The public library is the place in which the best product of the nation from the best faculties of the nation are contained—and is the place out of which the inner faculties of the nation reacts on the creation of spiritual products. The Public Library is an organ of service of great strength and value to the nation."

Libraries in Germany and other Continental countries shape their organisation and work with a view to pursue and realise the ideals depicted by Walter Hoffman. There are varied legislations in different states to control, guide and assist the library movement, the best probably being that of Czechoslovakia.

THE AMERICAN LIBRARY.

The American ideal about libraries is simpler and more realistic. Libraries there are placed on a footing with other educational institutions, *e.g.*, Schools. Let us, therefore, hear the American case from the lips of Miss Morgan. Says she: "Guided

growth is the supreme function of the School. With the young child physical growth, food, clothing, play, fresh air, sun are specially important. With maturity the emphasis shifts to intellectual growth and the refinement of character. The wise teacher understands these shifts. He allows for abundant physical activities in young children but manages to plant the seeds of sound intellectual interests and habits in keeping with the child's individuality. If the child learns to learn in connection with his childhood activities, he will continue to learn in connection with his activities as a grown up. If he is made dependent and narrow by the School processes, the chances are he will remain narrow and dependent throughout.The Library therefore is the heart of the School. It pumps the rich blood of life thought into all the arteries of the School. To every child, to every teacher, to every subject, to every activity it makes a constant vital contribution. It brings new joy, new power, new achievement. Reading becomes a jolly adventure, history an exploration, science a quest, gardening a delightful art, the shop a window to the world of plans, designs, formulas and mechanical principles. In such a setting the child learns to learn."

One of the chief planks in the work of libraries is the publicity method. They approach the task with the idea that the library owes it to the public who support it by taxation to report information concerning its activities, services and management and to inform the public of the knowledge and culture that the library wishes to give to the citizens of its community.

In the United States there is a Publicity Committee of the American Library Association. Each one of the 48 States has a representative on their Committee. The medium through which the Director of Publicity works includes all the avenues which are available in the community, city and state, of reaching the mind of the public, *e.g.*, newspapers, radio, co-operation with schools, clubs and organisations, theatres, mail displays and personal service.

It will be seen, therefore that, the object of the Library movement is the same all over the world though approached and achieved through different methods.

LIBRARY MOVEMENT IN INDIA.

In this country the Gaekwar of Baroda is the pioneer of the library movement. He introduced compulsory primary education in one district of his state in 1893 as an experimental measure, and extended the same gradually within a few years throughout his state. The striking fact which arrested the attention of the ruler of that progressive state, and set him a-thinking was that a large number of scholars, the product of the primary schools, tended to relapse into illiteracy in after life. The problem was how best to tackle this waste of time and money. He found a solution to this problem in his visits to America in 1906 and 1910 in the institution of free libraries as a means to prevent this wastage. First he began giving liberal grants to libraries, and then brought out Mr W. A. Borden an American library expert to organise a Library department in his state. This gentleman conducted a library training class, established a State Central Library in the capital, organised travelling libraries and planned a network of free public libraries throughout the state. The Library department is under the general control of the Educational Commissioner and is entirely supported by the state. The work of the department covers (i) the City and Cantonment of Baroda (ii) the towns and villages of the State. The country branch consists of a travelling section and usual instruction section. The 45 towns and 694 villages of the state are all equipped with free public libraries. An interesting account of the same is given in the book "Baroda and its Libraries" priced @ Rs. 2-12.

Mysore is following in the wake of Baroda and keeping pace with its progress.

BRITISH INDIA (MADRAS.)

Among the British Indian Provinces Madras is forging ahead, and the Madras Library Association under the guidance of Mr Ranganathan is doing splendid work. There has been no legislation, either provin-

cial or central, in India on the subject although education has been a transferred subject for the last ten years. The attention of the country is being focussed year after year by the Library Conference which has held, up till now, eight sessions. One of the Bengal legislators, *e.g.*, Kumar Munindra Deb Rai Mahashai has introduced a private bill in the local council to bring the Library movement under purview of law. Mr Ranganathan has also suggested a model legislation in his recent book. The Five Laws of Library Science."

THE PUNJAB.

In the Punjab also a Library Association has been founded at Lahore with the following objects:—

- (1) *To promote better administration of libraries* by giving advice and assistance to the library authorities in the organisation and administration of libraries.
- (2) *To spread education among the people through libraries* by conducting lectures, cinema shows and exhibitions for children and adults in the use of books and libraries.
- (3) *To increase the efficiency in library service* by uniting all persons engaged or interested in libraries by holding Conferences and Meetings for discussions on subjects concerning library work.
- (4) *To propagate adult education* by helping in the establishment of night schools attached to libraries for those who are beyond the school going age.

The Association is opening branches in all principal districts of the Punjab, Kashmir, Delhi and N.-W.-Provinces, and the head office is acting as a bureau of information on all subjects concerning libraries.

The Association also publishes a quarterly organ in English styled "The Modern Librarian" which is a mine of information on the subject of libraries.

Institutions and persons interested in library work can become members of this Association by paying Rs. 5 as an annual subscription

All prominent educationists, *e. g.*, Vice-Chancellor, Punjab University, Principals, Professors, Teachers, Librarians, Bibliographers, Members of Library Committees, High Court Judges, Advocates and others are members of this Association.

Even the Inter University Board which recently met at New Delhi has decided that university libraries should be thrown open to the general public with such safeguards as may be necessary and has recommended to the universities accordingly.

We hope that the state is prepared to accept in this country the same responsibilities in regard to mass education that the Governments of others civilised countries are already discharging. The wants of the first quarter of the 20th century have preeminently brought to the forefront the problems of the youth just in the same way as the century that preceded it agitated about the question of the child. If democracies are to live and carry mankind to a higher level of existence then popular education has to be enormously expanded. It appears to me that we in Bihar are labouring under the superstition that in every bye-lane and street corner outside the precincts of a school or college looms the political agitator whose shadow has to be avoided. The glaring anomalies which make a gulf between society and our educational institutions cling to us as tenaciously to-day as they did a decade ago. Little wonder that a library outside a school or college as an institution of society linked with the school and inspired with common ideals to conquer illiteracy and spread knowledge and culture is unknown in these provinces.

Some of us connected with this old library—The Bihar Hitayshi—have given anxious thought to this problem. Is it too much to expect that during the time still at the disposal of the popular minister of education he will find it possible to inaugurate a Library Association in Bihar and Orissa and make a beginning along this line of work. I hope, Sir, you will see your way to respond to our wishes just as you were pleased to do when the question of the location of the university was on the anvil.

The libraries in Bihar and Orissa divide themselves under four broad heads:—

- (i) School and College libraries.
- (ii) Society libraries, *e. g.*, B & O Research Society Library.
- (iii) Technical Libraries, *e. g.*, Bar Association Libraries.
- (iv) Public Libraries, *e. g.*, Bihar Hitayshi.

The immediate work before us is to bring these libraries or as many of them as possible in a line with a view to link them, and co-ordinate their work and to inspire them with common ideals.

We want that just as in other countries the question of a public library is treated as a three sided affair and revolves round three pivots namely:—

- (1) the obligations of the state.
- (2) the obligations of the readers.
- (3) the obligations of the Library authorities.

So also in this province a beginning at least must be made so that in the fulness of time we may count upon our libraries as an institution playing its allotted part in creating and building a definite condition for the entire nation.

RURAL LIBRARY SERVICE

(Continued from page 154)

diseases and how to cure them, agriculture, modern inventions, travels; co-operation, industries, short stories and novels etc. will be required.

Librarians for Rural Library Service will have to be specially trained for the multifarious duties they have to do in rural areas. Their duties will consist of classification and cataloguing of books and magazines; publicity-work, reference work; reading of stories; delivering lectures on subjects useful to the villagers; use of a magic lantern; organization of travelling libraries for remote rural areas, etc.

Students who have at least completed their High School course may be enrolled for practical training on the above lines before they are asked to take up the work of Rural Library Service. They should be paid a decent living wage for their work.

The Place of Legal Books in Public Libraries

Bir Chand, B.A.

Law College, Lahore

IT is a settled fact that law and civilization must go together. The advance in one must mean the advance in the other. Read the history of any country and trace the growth of law from the dawn of civilization to the present day. You will find marvellous changes. How interesting it is to study the rules of primitive society!

Even in those primeval times of which history knows but little, persons had certain customs and rules of conduct the infringement of which made the person liable to punishment. Every breaker of the rule was considered as an outcaste and was looked down upon by the men of his society. As the ages have sped away, law has grown more and more complex.

The more the individual becomes conscious of his existence in an organized society and of the complexity of his relations with his fellowmen, the more necessary it is for him to know the rules that govern these relations that he may guide his conduct by them and if necessary know how to amend them.

During the past few decades law has made such rapid strides and has assumed such an important form that it has become impossible for any human being to tread the smooth path of life without having recourse to law at some stage. Law deals with human interests and with matters that touch the life of the man as a social being in every stage of his career.

Burke said, "Law is one of the first and noblest of human sciences, a science which does more to quicken and invigorate the understanding than any of the other kinds of learning put together" The law is the rock on which is built the liberty of

every good and civilized nation. It is the basis of all commerce and trade. Its principles are applied in the search for truth.

It is regrettable to note that this branch of knowledge is not given its due share and importance. Our biggest public libraries have neglected books on legal science altogether. Library authorities do not think it worth while to include law books on their order-lists. They are considered to be special privileges of law-students, lawyers and judges. A layman is deprived of their perusal and study. Law is supposed to be a dull and forbidding subject. A layman is given to understand that law is a very hard subject for study and so is beyond his intelligence to grasp. Whenever any legal point arises, he at once runs to his lawyer for advice without a moment's reflection. So much of his time and money are wasted on these trifles.

It is therefore but fair that law books should find their proper place on the shelves of all public libraries. They exhibit to the layman who has no professional interest in the subject a smooth path towards an acquisition of a general knowledge of law. Familiarity with legal principles will not go without its reward. From his general knowledge he will be able to judge whether it will benefit him to resort to a court of law in certain cases.

It will not be out of place to remark here that no education should be regarded as complete without at least some elementary knowledge of the law of one's own country. It would, however, be in the interests of the citizens and the state if some essential knowledge of the constitution and law of other countries be also taught to all students in colleges as a part of a course in general knowledge.

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Editorial

The Punjab Library Conference (Second Session)

THE proceedings of the second session of the Punjab Library Conference have been sufficiently recorded elsewhere in our pages to reveal the measure of success which it attained. The meeting on the 29th of April was especially well attended, and the addresses by Lady Abdul Qadir and the President, Mr A. C. Woolner were highly appreciated not merely by those present but by a large radio audience throughout the province.

A statement is made elsewhere of the resolutions passed by the conference and their importance will be readily recognized, but it is the feeling of the writer that resolutions, however noble, are in themselves of no avail, if not pressed home in some tangible way. It is therefore the business of *'The Modern Librarian'* and of all associations or individuals interested in library progress to give such publicity to the more far-reaching of these resolutions as will bring about their realization in fact.

The proceedings of the 29th of April have, however, received most of the publicity whereas some of the more valuable work of the conference was actually accomplished on the 30th of April at the Annual General Meeting. Mr Woolner, though not in good health, made a point of being present and contributed much to the discussion. Sir Abdul Qadir, who was elected President of the Punjab Library Association for the year 1932-33, was also able to throw very considerable light on some of the questions before the house as also was L. Ram Chand Manchanda, the retiring President.

The greater part of the discussion was devoted to the consideration of greater

facilities for training graduate and undergraduate librarians, a subject necessarily of very vital importance to the Association. Dr Velte in stating the reasons for this item on the agenda recorded the innumerable instances of appeals for such training which the Association had received through the year and requested that the Punjab University Librarian's Training Course which had been allowed to lapse for about two years, be conducted once more since no where could our young librarians obtain better facilities for training or more excellent teaching than under the guidance of Mr Labhu Ram, the University Librarian.

Mr Woolner, in the course of the discussion, pointed out that Librarians trained by the University were still unemployed and that naturally, it was desirable that they should be placed before large numbers of new men were trained. But he was sure that, if there were sufficient demand on the part of properly qualified men, the classes would be re-organised despite the prevailing financial stringency. He emphasized, in particular, the need for men of graduate status for this work, if Librarians were in any way to be worthy and capable of the full responsibilities which modern libraries demanded of them as guides to reading and lovers of books. He felt strongly that the undergraduate librarian, save in very exceptional cases could not be considered adequately equipped even for library work in a first class school, and this is an opinion with which the writer is in complete agreement for all library progress and uplift depends upon the adoption by high-grade men of library work as a

profession which demands of one the very best qualifications.

The discussion was of exceedingly great value in clarifying various issues and has, therefore, been retailed in some detail here. That it will lead to some very definite advance along the lines indicated goes without a shadow of doubt.

Equally interesting was a discussion of provision of a library home for an exceedingly valuable collection of 40,000 books in Persian and Arabic of which 8,000 are manuscripts made by Dr Hafiz-ul-Rahman, an enthusiastic and discerning bibliophile. Sir Abdul Qadir described the collection in some detail and stressed its tremendous value to the public in his appeal to the Association to house it.

In reply Prof. Diwan Chand Sharma pointed out that the Association was not financially in a position to assume such responsibility and the suggestion was made by him that provision be made for it if possible in one of the three large libraries

of Lahore, the Punjab University Library, the Punjab Public Library, or the Dyal Singh Public Library. Dr Velte supporting Prof. Diwan Chand believed that the Punjab University Library was the proper place for the collection, and Mr Woolner believed that under proper arrangements this might prove possible.

These were the major subjects for discussion and were followed by several papers by Prof. Harrington, Prof. Siddhanta and Mr Abdul Karim which appear in full elsewhere in our pages and do not require comment here.

Taken as a whole the conference was a real success and attracted much attention in the press and among the local public. The Library Association is like the snowball rolling down hill growing both in mass and in momentum, and its progress is a source of pleasure and satisfaction to its sponsors.

F. M. V.

"TIGHTENING UP"

(Continued from page 160)

"I help you?" or "Are you finding what you want?" with a smile and look of interest will help a timid borrower to make his request, and give others the feeling of being well served. No one wishes a parrot-like greeting; still less does one expect to hear "What do you want?" or "Who's next?", which some crude beginner may say if uninstructed.

To speak the right word at the right moment is as important as to give the right book to the right person. Even more important is the spirit of service revealed in the voice and manner of the speaker, for it is possible to show indifference while using polite words, or to convey unwillingness while making a special search for what a borrower has requested. We have all encountered the clerk, and possibly the librarian,

whose "I'm sorry we don't have it" was uttered in a pleased tone because she did not have to make any effort in our behalf. If really sorry, she would have sounded so, and have done something about it offered to borrow it from another library, perhaps.

The time is upon us when the favourable or unfavourable opinion of the public may mean thumbs up or thumbs down for librarians, and it is more than ever necessary that every library worker follow the golden rule, and really give the service which she herself would expect if she were on the other side of the desk. To look at each person with sympathetic understanding of his need is our opportunity, and to meet that need to the best of our powers, our privilege.—*Wilson Bulletin*.

NOTES AND NEWS

Library Service for Children.

THE Editor has received a letter from Miss Baker, who is at present studying for her Master's degree in Library Service for Children in the Library School of Western Reserve University, Cleveland, Ohio, asking if there would be any opening for her for library service for children in India, especially Northern India. Having lived a great deal of her life in Meerut and being possessed of a speaking knowledge of Hindustani, she is tremendously interested in library work in this country and would like to help towards the progress of children's library work. The Editor was not able to give her a very encouraging reply, as we are not yet doing any serious library work along this line, but should any opening arise he would be very grateful if communications could be addressed to her to 57 Madison Avenue, Madison, New Jersey. Surely India should embark on this form of library service at an early date, and not leave Baroda State alone in its excellent library programme.

Imperial Library, Calcutta.

WE have received a copy of the report on the working of the Imperial Library, Calcutta for 1930-31. The report shows that the question of converting the Imperial Library, Calcutta into a copyright library is under the consideration of the library council and that in spite of the present financial stringency the Govt. of India is prepared to give the matter a sympathetic consideration. The total grant budgetted for the library for the year was about Rs. 81,000 an increase of Rs. 2,000 over the last year's. Out of the sum budgetted Rs. 11,278 were spent on account of salaries to officers; Rs. 34,015 on account of salaries of the establishment; Rs. 18,635 for the purchase of books and Rs. 9,681 towards miscellaneous expenses. 44,798 readers made use of the library reading-rooms, an increase of 3,997 over the last year. The total number of books used in the closed-stack reading-room was 29,969; this does not include a larger number of books, which were used in the open-stack reading room. Of the books that

were used the places of honour go to History and Administration. 2,743 books on Administration and 2,742 on History were used. This shows the trend of the public towards the study of the present and past administration of their country and a direct proof of the ability of the Indian people for self-rule. The second place is occupied by Religion: 2,015 books were used. This shows that although the world at large is becoming indifferent to religious matters, Religion has not yet loosened its grasp on the Indian people. Next comes Political Economy; 1,810 books were used. This is encouraging because the science of Political Economy is the most important of the modern sciences, and requires a wider grasp by the people. Biography, Travel and Literature also occupy prominent places, as these subjects rightly deserve. The total number of admission tickets issued to readers was 9,626. It is gratifying to note that the library this year did not lose any books by thefts. The total number of periodicals received by the library during the year was 334; out of which only 132 were subscribed to, while the rest were received *gratis*. 7,488 books were lent for home use; an increase by one hundred volumes over the last year. Of this 765 volumes were lent to Government departments and officials and 6,723 to the general public on depositing the price of books. Among the borrowers 88% were local readers; 4½% from other parts of the province and only 7½% from other provinces of India. While local figures are encouraging, the library needs more publicity in other provinces of India. The facilities afforded by the Imperial Library in the matter of lending books all over India are unequalled by any other public library in this country and it is desired that more people from other provinces should make use of these facilities. The oriental section of the library seems to be very poor, and it is a matter of great concern that the Imperial Library is not paying proper attention to this section of the Library. The linguistic statement of the library shows that while 2,253 books in European languages were purchased, only 372 volumes were added in Indian and Eastern languages. Indian

languages need to be better represented in the Imperial Library than the European languages and we strongly recommend to the Library council giving them their due share. Training in library work was given to a few young men by the permission of the council, but no regular classes are being held in the Library. The Imperial Library, being the pioneer library in India, should pay more attention to this important branch of library work. From all parts of India we hear the cry for library training and it is proper that the library should be the centre of a regular library school for giving training to librarians from all parts of India. We congratulate the library council and Mr K. M. Assadullah, B.A., F.L.A., the Librarian, and his able lieutenants for the all-round progress made by the library during the year and we do hope that the suggestions made by us regarding more attention to the oriental section and library training will be given due consideration.

The Bihar Hitaishi Library, Patna City.

THE 49th anniversary meeting of the Library was held on Sunday, the 10th April, 1932 in its building at Mangle's Tank under the presidency of the Hon'ble Khan Bahadur Sir Syed Mohammad Fakharuddin, Minister of Education. Among those present were : Khan Bahadur Sarfaraz Hussain Khan, Mr M. Hamid, Additional District Magistrate, Moulvi Ibrahim Hussain, Babu Ajothya Prasad, Vakil, Sardar Guru Charan Sinha, Babu Chandipat Sahay, Rai Brij Raj Krishna, Rai Gopal Krishna, Mr Janak Kishore, Advocate, Shah Radha Krishna, Mr Mahmood Sher, Rai Mathura Prasad, Mr Fazal Ali Khan, Sri Narayan Arora-Dr Zakaria. After the Secretary, Mr S. P. Kulyar had read his report for the year 1931 which showed that the Library had rendered useful service to the citizens of Patna, Sriyut Gokhul Prasad, B.L. read a paper on 'Libraries and the part they play in national life.'* He gave a short but instructive account of the Library movement and how it is developing in England, on the continent of Europe, and in America and India. The Hon'ble Minister then addressed the audience. He eulogised the services of Khan Bahadur Sarfaraz Hussain, the President of the Library and said that he was surprised to find that

even in his failing health the Khan Bahadur had not given up his work of honorary public service. It was eminently desirable that the Library should have his portrait in its Hall. Referring to the Library movement he said that his own view was that every village should have a Library. The paper read by B. Gokhul Prasad had lightened his work. He greatly appreciated it. He agreed that it is the duty of the State to educate the masses. In 1912 the Government was spending only 12 lacs on primary education in Bihar. They are now spending 42 lacs. But even that was not adequate. He wanted to raise money by taxation but depression came and he did not think it proper to impose taxation. He announced a donation of Rs. 400 to the Library. It was received with cheers. He then unveiled the portrait of Khan Bahadur Sarfaraz Hussain Khan executed by Babu Radha Mohan, B.A., B.L.

Hooghly District Library Association.

General Meetings for Discussions and Lectures.

TWO general meetings of the Hooghly District Library Association for lectures and discussions were held on the 3rd April and 6th June, 1932. These meetings were presided over by Kumar Munindra Deb Rai Mohasai, M.L.C., the President of the Association, and were attended to by representatives from the different places of the district as well as prominent local educationists. On the 3rd April, Mr A. Ram Krishna Rau, Librarian of the Andhra University, who is at present getting training in library work at the Imperial Library, Calcutta, gave a demonstration of modern methods of library routine work such as making of order-cards; shelf-listing and cataloguing of books by the card system and their usefulness. He showed the pneumatic features of the Decimal system of classification and prepared catalogue cards for several Bengali books, which he classified by the Dewey scheme. He also narrated the progress of the library movement in the Andhradesh and the part played by the municipal libraries in it. The Government, he said, was subsidising all public libraries in Madras.

Mr Bepin Chandra Pal mourned.

On the 6th June a resolution was passed expressing sorrow at the death of Mr B. C.

*This paper appears in this issue on p. 161.—E.L.

Pal, the veteran Bengali leader, who was also Secretary of the Calcutta Public Library for two years, the library being subsequently amalgamated with the Imperial Library. It was pointed out on the occasion that Mr Pal was a regular library reader, which played the most important part in making him a great leader, an orator and a public worker. A circular letter received by the Association from the International Institute of Intellectual Co-operation, League of Nations, Geneva, through the Inspector of Schools, Hoogly, regarding a report by a committee of library experts for the utilisation of libraries in popularizing the League of Nations among the people, was then placed before the meeting and discussed. The committee approved the suggestion of the League's Committee. The meeting also decided to open a children's section in the Bansberia Public Library, a scheme for which is being prepared by Mr M. N. Rudra, M. Sc., the Secretary of the Association. It was also decided to publish a handbook of the Association giving a short history of the institutions affiliated to the Association. Mr Bejoy Krishna Roy of Bandipore suggested holding next district library conference at Haripal or Bandipore during Puja holidays. Mr Amulyadhane Mukerjee, M.A. F.R.S., then read a very interesting paper on " * Bock Selection in Public Libraries."—T. C. Dutta, *Joint-Secretary, Hoogly District Library Association.*

*This paper will be published in our next issue.—Ed.

Government of Baroda.

Resolution Regarding Rural Library Service (No. 154-73 dated the 5th April, 1932).

1. Rural library system essential to compulsory education. The rural library system is an essential supplement to compulsory education, the object being to ensure that the literacy which is acquired in schools is retained by boys and girls after they complete their course. If this object is to be achieved, teachers and inspectors should be trained in the care of libraries.

(i) Teachers in elementary schools should maintain lists of boys and girls who have left schools and see that these use the library systematically. They should also know how to take care of the books, prepare catalogues and other

records, etc.

(ii) In judging the fitness of teachers for promotion, their library work should be one of the points considered.

(iii) Deputy inspectors should be taught to inspect libraries and also the library work of teachers and all detailed inspection should be entrusted to them.

2. Mr Amin to prepare a manual. *Mr Amin should prepare a manual giving the necessary instructions to teachers and deputy inspectors in this matter. He should also (i) hold classes for the training of deputy inspectors and (ii) organise training courses for teachers when refresher classes are held. About 8 or 10 lectures on library management should also be given in the Training College for men and women every year.

3. Government are not prepared to sanction the post of inspector of libraries. It follows what is said above that the Government contemplate that all rural library work should be done by teachers and deputy inspectors under the guidance of Mr Amin, who will be the deputy of the Vidyadhikari for this purpose. They do not view with favour the organisation of a district inspectorate for libraries and are not prepared to sanction the post of inspector of libraries.

4. Giving powers to district education committees. As deputy inspectors become more and more familiar with library management, the district education committees should be given such powers over rural libraries as may be found feasible.

5. All villages with schools should be provided with libraries. The Government desire that all villages with schools should be provided with libraries. With this end in view one hundred new libraries should be started every year till all the six hundred required to complete the programme are organised—the local contributions being insisted on in every case so that the library may be placed on a sound financial footing. The Panchayat contribution should be compulsory and sanctioned automatically (like the Government Grant) instead of after considerable correspondence in each case as at present.

6. Provision for expenditure should be made in the budget. Provision should be made in the budget of the Education department for the additional recurring and non-

*Assistant Curator of Libraries, Baroda.

recurring expenditure for the opening and maintenance of these libraries. After 200 more libraries are established, one additional clerk should be sanctioned for the library department and thereafter one additional clerk should be sanctioned for every further 200 libraries. Provision should also be made in the annual budget for this.—*N. M. Dutt, Curator of Libraries, Baroda.*

The Library Movement.

THE importance of education for the all round development of mankind can never be exaggerated. The Greek philosophers laid very great stress on education. Plato and Aristotle devoted long and detailed chapters to education. Man's education is the foundation on which democracy is built, for democracy as one of the the greatest American Presidents observed is the rule of the people by the people and for the people. A highly educated electorate guarantees a true democracy. Liberal education can be had only when the students study on their own initiative and enthusiastically take to books. Hence the importance of libraries and colleges and in centres where men congregate. This is becoming more and more realised nowadays. Japan has alone 6,000 libraries to-day. In Russia there are 50,000 travelling libraries. Well equipped libraries are costly things. Great cities and big universities and colleges can afford to have such rich libraries. But they are a luxury which the poor villages cannot afford. Hence to afford them facilities travelling libraries should be started. In Baroda they have a system of travelling librarians and this system is the best method for adult education. Good libraries should satisfy the five cardinal principals stated by Mr S.R. Ranganathan in his most delightful book 'The Five Laws of Library Science.' They are as follows :—(1) Books for use. (2) Books for all. (3) Every book must find its reader. (4) The time of the reader has to be saved. (5) A library is a growing organization.

This first principle emphasises the importance and utility of books. They are not for adorning the shelves but should be made use of. The libraries, therefore, should be located in the busiest part of the city and should contain airy, spacious, and well furnished beautiful rooms. The second principle states the library should have books for all people—

men, women, and children, city folk and country folk. The third law states the need on the part of the library authorities for studying the requirements of their clientele. The open access system enables the reader to find his or her book. The other two laws emphasise the need for having up-to-date cataloguing system—'The card cataloguing.' Again they emphasise the need for an adequate well-qualified staff. Especially the librarian must possess high qualifications and serve as a guide, philosopher and friend to the reader.—*L. N. Gubil Sunderasan, Journalist, Trichinopoly*

Library on Cremation Grounds at Amritsar.

LALA Devi Dyal a leading businessman of Amritsar, performed the opening ceremony of a Library and Reading Room in the new premises constructed on the Hindu Cremation grounds at Durgiana. L. Devdial and some other gentlemen promised to contribute some money towards the cost of books and furniture for the library.

The Punjab Library Conference.

(Second Session.)

THE second session of the Punjab Library Conference was held at Lahore on April 28, 29 and 30, 1932 in the Y. M. C. A. Hall. It was a great success; greater than the previous conferences including even the All-India session held at Lahore in 1929. About one thousand visitors and delegates attended the open session of the conference on the 29th. The Y. M. C. A. Hall could not accommodate them all on that evening and a very large number of visitors had to stand in the balconies adjoining the Hall; and a large number who came late had to go back on account of want of accommodation. The hall was decorated by means of inspiring mottoes such as :—Libraries are not luxuries but necessities of life; the Library is a tool par excellence to hew down the tree of ignorance; A city without books is a city without light; The man who reads is the man who succeeds; Read much, think more, talk less; etc.

Exactly at 6 p. m. Lady Abdul Qadir stood up to read her address as Chairwoman

of the Reception Committee before a representative and distinguished gathering of educationalists, including a large number of ladies of all communities. The Y. M. C. A. Radio club broadcast this address and the subsequent addresses throughout the province and a very large radio audience heard the distinguished speakers.

Lady Abdul Qadir's Address.

In her eloquent address, which was delivered in Urdu, Lady Abdul Qadir said :—

"It is my pleasant duty to welcome you on behalf of the Reception Committee of the Punjab Library Conference. The library movement was initiated in this country about ten years ago and since then it has been growing day by day. It has as its objects the establishment and development of libraries and a wider spread of love of books among the people. From times immemorial kings and rich philanthropic people have been opening libraries for the cultural uplift of the masses. Before the invention of the printing press the treasures of knowledge were confined to hand-written manuscripts, which were very costly. People were, therefore, allowed to make use of books in the library ~~reading-rooms~~ during the hours the libraries were open. The possession of books in those days was a luxury, which only kings and rich people could enjoy. Since the invention of the printing press a revolution has dawned over the book world and although it still requires large sums to establish big libraries still as compared with the hand-written manuscript age the building of libraries has become far cheaper nowadays. The object of the Punjab Library Association is to bring home to the people and the state the necessity of opening libraries everywhere, accessible not only to those who voluntarily enter their portals but also sending books to people's home by means of systems of travelling libraries and creating in the masses a desire for reading. And to gather together now and then the people interested in the development and progress of libraries at conferences and meetings to find out ways and means for the establishment of a net-work of libraries and to help each other in the accomplishment of the objects by unanimously striving for the attainment of a common goal.

Every library require, for its administration and management one or more librarians and (this is in a general sense an assembly of the custodians of books whom we have designat-

ed as librarians. Formerly the business of a librarian was confined simply to removing books from the shelves required by the readers and to shelve them back when returned. But nowadays the work of librarianship has become a science in itself and requires besides high academic qualifications a regular training in the modern methods of classification, cataloguing and several forms of library administration for a number of years at a Library School. A librarian is now a guide and teacher for the people to help them in obtaining the right sort of books not only for their recreation but also for the advancement and efficiency in their professions.

The Punjab Library Association is publishing *The Modern Librarian*, a quarterly journal, which is a mine of information regarding libraries and their working and is being edited under the chief editorship of Doctor Velte, of the Forman Christian College, who is a distinguished scholar and an enthusiastic worker in the cause of library progress.

Fortunately, education is spreading by leaps and bounds in our province. During the last ten or fifteen years primary education has made rapid strides and adult education is also slowly spreading. The number of those who go up for higher education is also increasing. To keep pace with the spread of school and college education, it is necessary that every town, city and large village should be provided with a library, and books should also be freely circulated among women and children by means of travelling libraries. To stimulate the love of reading among women the method of sending books by means of travelling libraries is the most effective. The secretary of the Lahore Branch of the Servants of India Society, who is an able and zealous social worker, has been sending travelling library boxes in different parts of the city. Such a box was also sent to me, and several ladies residing in my neighbourhood made use of that collection. Such a system of travelling libraries whether conducted by the Punjab Library Association or the Servants of India Society should be encouraged as much as possible and I am confident will be of immense benefit to the reading people, especially women and children.

The love of reading is useful for people of all ages and classes. It is wrong to say that whatever men or women learn, they

learn in their early periods of life. The truth is that they can learn throughout their life if they possess requisite initiative and know how to do it. For this purpose the library is the best instrument. Advanced countries, particularly U.S.A., have made use of this method very effectively for infusing knowledge among the masses. The young and the old are equally keen for study. Everybody is busy acquiring knowledge. All of you, I hope, have heard the name of Carnegie, the famous U. S. A. millionaire who devoted all of his property for the establishment of libraries not only in his land of birth but also all over Europe and America. So long as we do not have a Carnegie in our midst we should raise money by public donations for the establishment of small libraries. There are many rich private collections lying in some obscure corners quite inaccessible to the people. The Association should request their owners to come forward in a spirit of true liberality and make over these collections to some central library for public use.

Last year when I visited England I was wonderstruck to see large treasures of hand-written manuscripts which have been taken to England from our country. It is a matter of common knowledge that gold, silver and agricultural products are being yearly exported to England from India in large quantities, but until my visit to the British Museum Library in London, I did not know the extent to which the wealth in the shape of precious books had been drained away. Material losses can be compensated in some ways or others but the wealth of knowledge once taken away can never be replaced. But there is one consolation that these treasures are being utilized by western scholars which on account of the lack of research scholars here might have remained untapped. What is done cannot be undone. It is our duty now to take care of what we have and keep it safe from western exploitation. In addition to the British Museum Library I visited some other British libraries of which the Bodleian Library of Oxford University and the Cambridge University Library deserve to be especially mentioned. On my way back I saw in Egypt the State Library at Cairo, which is worth seeing indeed. All these contain rare and precious books whose original home was India. It is a matter for great regret that India herself should be so poor in these productions which flowed from

the fertile intellects of her own seers, prophets and philosophers.

We are fortunate in having in Lahore some very good libraries, e.g., The Punjab Public Library, the University Library and the Dyal Singh Public Library. Besides these every college has its own library for its students and teachers. But all these are not sufficient to meet the demand of such a big city. If the Punjab Library Association can make the addition of a popular public library certainly its existence will be more useful. It is very gratifying indeed to see you assembled here in such large numbers at the second anniversary of this Association. I hope all of you will try to impress in your respective spheres the need for the establishment of libraries along with the provision for public spirited and missionary like trained librarians to look after and them, will make and impress upon all educated people and particularly women to cultivate the habit of studying in their leisure hours, which is the best use we can make of leisure. If they do not want to forget all they have already acquired and revise old impressions and refresh ideas, then it is their duty to go to a library and get into contact with books. In this age of vast knowledge when it is not possible for any person to know everything, in order to get some working knowledge of the vast world and to get for the benefit of our children who are working under the dead weight of textbooks the use of extra books which they might study in the free atmosphere of a library and under the guidance of a sympathetic librarian, can hardly be estimated.

It was not my intention to take so much of your time, my chief business this evening was to welcome you to this conference, but the topic of books is so fascinating that I was tempted to talk about them even when merely introducing them. This is why I have uttered these words about books and libraries. Now I am sure you are all anxious to hear the presidential address of Mr Woolner, the learned Vice-Chancellor of our University. Hence repeating hearty wishes for the success of the conference I welcome you again and I hope under the guidance of our enlightened president the deliberation of our conference will be a great success and we shall reap the fullest benefit from his ripe experience and wise counsels."

After Lady Abdul Qadir's address, the learned Vice-Chancellor read his presidential

address which appears in full in the closing pages of this issue. After his address Dr. F. Mowbray Velte, Chairman of the Council, Punjab Library Association, gave a short history of the aims, objects and accomplishment of the Punjab Library Association, which appears in the beginning of this issue.

Prof. S. N. Das-Gupta

After the address of Dr. Velte, Prof. S. N. Das-Gupta, M. A., vice-president of the Association, who is such a source of inspiration to the younger generation to-day, appealed for funds for the Punjab Library Association. "Schools and colleges," said he, "could not cater to the needs of education without the help of libraries." "Our object," said he, "was to co-ordinate the activities of all libraries in the province." "Our aims are high, but our resources are few" said the professor telling the audience that the Punjab Library Association, though the youngest of all Associations, has done splendid work and achieved much during its short existence. He appealed to the public that if they wished to foster the love of reading among the people and hew down the tree of ignorance they should not only join the Association as members but also take active interest in its work. He hoped that the Punjab will not lag behind other provinces in making her library association a successful and useful institution in the province. The most interesting part of this day's proceedings, however, was the passing of resolutions. Many impressive speeches were made by the delegates while moving the resolutions which kept the audience deeply interested in the proceedings. These resolutions appear in the closing part of this issue. After the resolutions were passed Lala Ram Chand Manchanda, B.A., L.L.B., Advocate, High Court, Lahore, president of the Association for 1931-32, thanked Lady Abdul Qadir and the president, Mr. Woolner, for accepting the presidency of the conference. At 8 p.m. Mr. Charanjiva, B.A., B.T., of the Punjab Textbook Committee, showed some educational films to a very large number of schoolchildren, delegates to the conference, schoolteachers and ladies.

Third Day's Proceedings.

The third day's proceedings of the conference opened with the serving of fruits and cold drinks to the members and delegates who attended the conference. The election of

officers and council for 1932-33 was conducted by the president of the conference—Mr. A. C. Woolner. The following were elected:—President: The Hon'ble Justice Sir Abdul Qadir; Chairman of the Council: Dr. F. Mowbray Velte, M.A. Ph. D; Vice-presidents: Mr. S. N. Das-Gupta, M. A; Mrs. G.S. Chawla; Mr. B.C. Harrington, M.A; General Secretary: Mr. Ratanchand Manchanda; Joint-Secretaries: Messrs Sant Ram Bhatia and Jaswant Singh Anand, B.A; Financial Secretaries: Messrs M. S. Bhatty, M.A; and A.K. Siddhanta, M. A. S. T. M.; Legal Advisor: Sardar Partap Singh, M.A., LL.B., Advocate; Auditor: Lala Gyan Chand Bhatia, M.A. Last year's council was re-elected, with power to co-opt, with the addition of Dr. Hafiz-ul-Rahman, who has so kindly offered the Association a collection of 40,000 books, out of which 8,000 are manuscripts. After the election discussions about the housing of Dr. Hafiz-ul-Rahman's collection and for making arrangements for the provision of more facilities for training graduate and undergraduate librarians took place. But the conference could not make any definite recommendations. It will be for the council to consider the questions in greater detail. After the discussion the members and delegates assembled were photographed, and the photograph appears as a frontispiece to this issue. Mr. B.C. Harrington, M.A., (Columbia) then read a paper on "Professional Libraries for Teachers." He was followed by Mr. A. K. Siddhanta, M.A., S.T.M. (Harvard), who spoke on "Race and Communal Problems and their Literature." Both of these papers appear in this issue. The last paper, which was written in Urdu, was read by Kh. Abdul Karim, M.A. of the Lahore Municipal Committee. In this interesting paper he informed the audience that the Punjabees read and enjoy their poets more than even Englishmen enjoy Shakespeare. Warris Shah was read and appreciated widely in the Punjab. The Punjabees are very fond of their literature, romances and songs. There is no village in the Punjab, which does not have its own musicians and story-tellers who would read or sing to the villagers the *Hir* of Warris Shah or some other thrilling story from history and adventure. There are such literary circles both in villages and towns. The Punjab Library Association could utilize these centres to enrich the mind and spirit of the villagers, without much cost, by sending to these centres books on history, romance or science in the vernaculars of the province.

BOOK REVIEWS

Arnett, L. D. & Arnett E. T. *Readings in library methods.* New York & London, Stechert, 1931. 547 p. \$3.50.

This is an excellent volume containing articles and extracts written by prominent librarians on all important phases of library organisation and management together with some information regarding the history and development of libraries in Europe and America. These articles have been collected from various sources; the chief source being the library journals. The object the compilers had in view was to give in a single volume all the important material useful for a course in library work and thus to save the amateur librarian from the tedious work of collecting material on different phases of library work from scores of books and files of library journals. And this object the compilers have to a large extent accomplished. The book is very up-to-date and contains a mine of information, which cannot be obtained from any other single volume so far published. It is divided into 7 parts; the first contains articles on different phases of *Reference work* done in the public, college and university libraries, compilation of bibliographies, and use and value of government reports and public documents. The second part deals with *Classification and Cataloguing*. All the important systems of classification—the Decimal, the Congress, the Expansive and others have been represented and compared with one another. After these some methods of cataloguing books are given. Part 3 deals with *Book Selection and Purchase* and here the compilers have collected material on the technique and methods of book selection on different subjects and their purchase. Part 4 contains details of *Library Bindings* and part 5 deals with *Library Administration*. Administration of university, College, high school, classroom and branch libraries are all properly dealt with. Part 6 contains matter regarding *Library Buildings*—their planning and construction. The last chapter contains the history and description of library service in different countries, which would be an interesting study for a student of library science.

RATANCHAND MANCHANDA.

Mc Collough, E. F. & Burn, M.V. *Essentials in Library Administration.* 4th Ed. Rev. Chicago, American Library Association, 1931. 72 p.

This is a small but a valuable booklet meant to be placed in the hands of new recruits in the library field. It contains in a very simple form outlines of library work—all that is necessary for the organization and administration of a library. By reading this book the librarian or the library secretary who intends to organise a new library or re-organise an old library on modern scientific lines can have a thorough knowledge of what to do and how to proceed. The book is by no means a primer or manual of library science. It is rather an introductory book giving clues to all information necessary for the organisation and administration of a library. Library boards of school, college and public libraries will do well if they will buy copies of this booklet and supply to each of their members so that they can read for themselves what are essentials for the administration of a modern library and this might induce them to make a move towards the re-organisation of their libraries on modern methods. Trained librarians in India are much depressed on account of the sheer ignorance of library trustees in the modern methods of library administration. It might help them if they circulate copies of this booklet among their trustees and request them to read through them at their leisure. The book is written so as the layman can understand it.

RATANCHAND MANCHANDA.

Anderson, Sir George & Whitehead, Bishop Henry. *Christian Education in India.* London, Macmillan, 1932. 116 p. \$1.50.

This little book by two eminent and experienced authorities on Indian affairs is in the nature of a digest of and commentary on the recent *Report of the Commission on Christian Higher Education in India* (the Lindsay commission.) The volume is divided into three main parts and is marked throughout by an orderliness, clarity, and conciseness, which is characteristic of the authors.

The first part dealing with the present position of Christian Education in India considers in succession the genesis of the Commission, the paucity of Indian Christian tutors and students, and the deterioration in educational efficiency in Christian colleges with its reasons—*viz.*, the enslavement of the tutors and students to the University curriculum, the inefficiency of schools, and the fetish-worship of examinations and the degree in the students body—concluding with the lack of contact between missionary colleges and the Indian Church. In part two the proposals of the Commission are analysed. The emphasis laid by the Commission on work of "Extension and Research" is first considered. The authors are not of opinion that this project, however laudable, will not meet the situation since it will not alter the examination psychology of the average student. Nor are they of opinion that the major portion of such "extension and research" as the Commission visualizes should be originated and maintained in the colleges so much as in the village communities, which it is designed to enlighten and build up. The work of the college, as they see it must of necessity be more along the lines of urban reform. Next considering reforms within the colleges themselves the author while agreeing with the suggestions of the Commission are naturally perturbed over the questions of finance for such wholesale improvement, and believe in effect that the Commission shirked their duty when they refused to consider greater concentration by boldly advocating the closing of a large number of existing institutions in order that financial resources might be pooled for a few very high-grade colleges. In part three this idea is further developed when the authors make their own suggestions as to what should be done. There must be concentration in order that the colleges should be strong, well-supported, well-staffed and mainly residential—eight good colleges and no more is the suggestion of the writers. While in agreement in the main with the commission's proposals in regard to new organizations and administration in the colleges they advocate a salutary caution in making such radical changes until more financial responsibility for raising funds is assumed in India itself. They urge, too, that greater stress be laid on women's colleges and on work of the Moga type, and that, in general, missionary societies prepare to re-direct their energies to more extensive work in the village Christian communities wherein they argue lies their real strength

and hope. This is an interesting volume, full of good commonsense, and not perhaps pessimistic as might be surmised from this brief review. It should prove a point of departure for much useful controversy.

F. MOWBRAY VELTE

Steffens, Lincoln, *Autobiography of.* New York, Harcourt Brace, 1931. 884 p. liberally illustrated.

Here is a record of sixty-six years of busy life, which gives the reader full value for his money. Axel Munthe's *Story of San Michele* proved that as novels run to-day fact is really stranger and more thrilling than fiction, and this autobiography is almost equally fascinating although it drags a bit in spots. As a journalist and newspaper man with a real flare for leading articles and high-class magazine work Lincoln Steffens knows how to tell a story and is possessed of a vigorous and provocative style. From the story of his early life in Sacramento—the most charming part of the book—to the last chapters dealing with post-war experiences and the great Russian Revolution and its experiments Lincoln Steffens holds our interest so successfully, that once started, it is quite impossible to leave the book unfinished. Especially illuminating are the chapters on the how and the wherefore of civic and state corruption as revealed by investigations in American cities. Steffens does not consider such conditions peculiar to the U.S.A.—in Europe they are perhaps more adequately veiled though not less existent. The solution is only partially indicated by the author, and seems to be partially in communism, partially in rule by dictators. After all as Steffens points out Russian communism exists only because of absolute rulers like Lenin and Stalin. The book should be read, I think, slowly, since it contains much that should be allowed to sink in gradually, and, read thus, will guarantee many evenings of quiet thought and pleasure. Underlying the author's life-story is his own philosophy of life, individual and provoking, but at all times engaging the attention. It is besides a very vivid revelation of many phases of American political history and life during the past sixty years, and deals with innumerable notables, American and European, whose personalities cannot fail to interest any

intelligent reader. I can recommend it unreservedly. F. MOWBRAY VELTE.

Boleslavski, Richard & Woodward, Helen. *Way of the Lancer.* New York, Bobbs-Merrill.

This book written by Richard Boleslavski, ex-Polish lancer, and translated by Helen Woodward is a distinct addition to the number of memorable war-books. It deals with Boleslavski's personal life and adventures as a lieutenant in a Polish regiment fighting for Russia on the Austrian front, and reveals to the full the tragedy, brutality and lust of warfare in that semi-savage sector. It is strong meat for strong stomachs and should be good anti-war propaganda for it describes with stark realism many horrible events. Boleslavski is not a moralist, and seems to have entered into the life he records with a certain zest, and to have shown along with his men an astounding courage and endurance. Most interesting perhaps is the section dealing with the chaos in Russia on the abdication of the Tsar and the futility of the rule of Kerensky and his associates. The sympathies of the Polish regiment were with the reactionary White Russian armies and anti-Red. As a strong, virile narrative this book leaves little to be desired. F. MOWBRAY VELTE.

Chase, Stuart. *Mexico: A study of Two Americas.* Literary Guild, N. Y., 1931. 338 p. illustrated by Diego Rivera.

A glance at the selected bibliography appended to this book will make manifest the keen interest, which the United States has of recent years evinced in Mexico, an interest to which the popularity and wide sale of Stuart Chase's economic study bears additional evidence. For this book has been a best-seller and deservedly so. It is an admirable picture of Mexican life, character, ideals, politics, and purposes, and places in striking contrast North and South American civilisation. The comparison is more often favourable to Mexico than to the U.S.A. and the most scathing chapter is probably that on *The Yankee Invasion* and its deleterious affects on the simplicity and calm of Mexican life. Mr Chase is, however, carried away by his enthusiasms and is hardly fair to his own country in that he emphasises her patent weaknesses while stressing rather lightly the numerous defects in Mexican ways of living and

thought. The contrast after all is one between the less desirable side of modernity and the more desirable side of a conservatism that borders on medievalism. Nevertheless it is true that ultra modernity has much to learn from the placidity and effortless beauty of life in a Mexican town, and it is only natural that men should turn with relief from the blatancy and senseless speed of a modern machine-made civilization to the machineless men of Tepoztecatl. The book is interesting and provocative and appropriately illustrated by reproductions in colour and black and white of the exotic and cynical art of Diego Rivera.

F. MOWBRAY VELTE.

***Buck, Pearl S.** *The Good Earth.* New York, John Day, 1931. 375 p. \$2.50. (Pub. also by Methuen, 7s. 6d.)

A book, which two such discriminating judges as Dorothy Canfield and Laurence Stallings can acclaim as the finest novel of the season and which has already gone into six printings, must possess unquestioned merit. *The Good Earth* is a novel of the soil in modern China and shows us the rise of Wang Lung from humble farmer to prosperous land owner. It is a story of a patient and courageous battle against disheartening vicissitudes, pestilence, flood, famine and revolution and reveals with vividness not merely the tragedies and terrors of Chinese conditions to-day but the essential nobility and strength of the best of her peasantry. This is a vibrant picture of the real China, which one cannot afford to miss, and interprets to us the peoples and the problems of that storm-racked and enduring country more strikingly than any economic or political treatise. The characters in this Hansun-like tale of the plough are live and memorable and invite comparison with our Indian peasantry. Perhaps some day someone may write an account of Panjab village life or Kashmir village life along this line; surely nothing would more deeply touch the mind of the West and arouse sympathy than that. *The Good Earth* more than book I have ever read lays bare the very soul of China and herein lies the secret of its significance and popularity.

F. MOWBRAY VELTE.

*This novel has been awarded the Pulitzer Prize (\$1,000) for Literature for 1931.

Denwood, J. M. & Wright, S. Fowler. *Red Ike; with a preface by Hugh Walpole.* London, Hutchinson. 7s. 6d. 258 p.

While I have not reached that stage of sophistication which would make it impossible for me to read with pleasure a good red-blooded yarn of excitement and extraordinary—even incredible—adventure, this novel, despite Mr Walpole's eulogistic preface and the fact that it is the choice of the Book Society, is too sophomoric in its somewhat lurid melodrama to appeal to my palate. I should like to think that Mr Walpole wrote his preface with his tongue in his cheek or at any rate that it was the Walpole of *The Portrait of a Man with Red Hair* rather than the greater Walpole of other works who was so impressed. It seems to me that the comparison with Borrow and *Lavengro* is quite unwarranted and that even the eulogy of Mr Denwood as aprose-poet of the hills of Cumberland must be taken with a large dose of salt. But to those who like a tale of innumerable hand-to-hand fights resulting in occasional murders and of wild gypsy love in the moonlight this is a story that can be recommended, and that there are many such none can dispute.

F. MOWBRAY VELTE.

Miller, Janet. *Jungles Preferred.* Houghton Mifflin, N. Y. 321 p. illus.

This book of a lady doctor's adventures in the Belgian Congo is a proof of the old adage that truth is stranger than fiction. The authoress, Doctor Miller, worked at her profession first in Japan and then in Shanghai and was actually proposed by the women of Japan and China for the Nobel Prize for "the person, who shall have best promoted the fraternity of nations." From this work she was called to the Congo to battle against the sleeping sickness then rife in the Batatala Tribe, and her career there was one of self-sacrifice and wild excitement. She has much to tell us of native superstitions and folk-lore, of the barbaric King Kuma-Kanga and his thirty-six wives, of the Pygmies and of savage wild beasts, of the white man in jungle solitudes and the hardships of missionary life in that lone field. The pathos and horror of human life in Central Africa and its pitiable poverty are depicted faithfully and with sympathy. Miss Miller is, however, possessed of a sense of humour, which leads us at times to sus-

pect a pardonable tendency to exaggeration. This takes something from the credibility of a really strange and almost unbelievable true story. This is a book we can recommend strongly without further reservations.

F. MOWBRAY VELTE.

Bowman, Wm Dodgson *Charlie Chaplin. His Life and Art.* London, Routledge 142 p. Re. 1-14.

Life is an Art. While the Scientist, the Philosopher and the Theologian make their own contributions to the perfection of the Art of Life, the Humorist has a special quota to offer and not an ordinary one. King Charlie, the prince of jesters, belongs to the last category. The world was looking forward to a book that might give it a glimpse of the life of the greatest humorist of the present century. "The serious expression and the air of dignity he tries to preserve under adverse circumstances; his cane and tooth-brush moustache, and ridiculous clothes, and above all his awkward gait and exquisite clowning win our hearts and claim unwavering allegiance" and we want to know the how and why of this great man.

The book vividly describes the career of Charlie from a poor London Boy who did not know whence the next day's dinner was to come to one, who rolls in dollars and whose fame has reached the farthest corners of the world. He was born of parents who had considerable musical talents. To that natural endowment he has added the art of acting, through pantomime, which he regards as the Universal language. Through silent movements which touch the human heart he speaks and makes us smile, laugh and roar. And yet if we pause and consider what he is doing we shall realise what a beautiful sermon he preaches through all his pictures. 'Be brave. Face life. Shrug away all its difficulties. Always be ready to do a good turn to your neighbour even at the cost of suffering' This is what he preaches. In spite of all the mellow light that he has shed over darkened souls he himself is the 'loneliest, saddest' man who like most great men has not so far found a suitable companion to sweeten his private life. Surely money cannot buy happiness, but the determination, patience and serenity of temperament that Charlie possesses more than compensate for the lack. Like his presentment after a rebuff, he throws back his

shoulders, twirls his cane and marches gaily to further adventure. R. R. KUMRIA.

Wilhelm, Richard. *The Secret of the Golden Flower; with a European commentary by C. G. Jung.* 151 p. Rs. 9-6.

Richard Wilhelm's attempt to translate a Chinese Book of Life (Yoga) called the Secret of the Golden Flower will remain a distinct service to European culture. The West has a peculiar fascination for the Eastern Science of Yoga, and of late years has shown anxiety to pry into its secrets. A book like the one under review fills the real need. The translation is quite clear and very readable but it is the commentary by Jung, one of the most eminent psychoanalysts, that gives it its peculiar value. It is a relief to find, on the authority of the great psychologist, that yogic experiences with "pure consciousness" as their goal are not mythical legends but psychological facts governed by psychological laws; that the talk of out-growing mundane conditions is not an empty jargon but a human possibility. To the serious-minded sceptic the book will mean a book of revelations.

R. R. KUMRIA.

Indian Dust; being letters from the Punjab by Philip Ernest Richards. Allen and Unwin, 1932. 272 p. 6s.

This is a book of letters written from India between 1911 and 1920, by the Professor of English Literature at the Dyal Singh College at Lahore. Being real, these letters touch on many subjects—politics, scenery, English literature, Indian students, the author's family, and all the varied details of life. Mr Richards wrote with considerable humour and a sense of proportion that make his letters pleasant and easy to read. Apart from their literary charm there are many interesting references to politics, and the troubles in Lahore and in Amritsar in 1919. The author died suddenly at Lahore in 1920 and is survived by a worthy wife, Mrs Norah Richards, who has made India her home. We recommend the book to all students of literature and thought.

AMAL K. SIDDHANTA.

Das, Suraj Kumar *A Systematic study of the Vedanta.* Published by the author. 1931. 292 p.

These twelve lectures were delivered in 1929 by the author as "Sree Gopal Basu

Mallik Fellowship Lectures." The lectures are divided thus:—

- I. Introduction.
 - II. The Vedanta in the Making.
 - III. From Authority to Freedom : From 'Sruti' to 'Anubhuti.'
 - IV. An Approach through 'Epistemology.'
 - V. Analysis of Experience.
 - VI. The Diabetic of the Vedanta.
 - VII. Brahman and Maya : The Metaphysics of the Vedanta.
 - VIII. 'Isvara' and 'Brahman' : God and the Absolute.
 - IX. 'Isvara' as Creator and Creation as Lita : The Theism of the Vedanta.
 - X. 'Jiva' and 'Jagat' : Individual and the World.
 - XI. The Ethics of the Vedanta
 - XII. The Cultural value of the Vedanta
- A Re-trospect.

Though the lectures are meant for senior students of Philosophy, the presentation is such as to be understood by all students of thought. We expect all libraries to add this volume to their shelves of Philosophy and Religion.

Amal K. Siddanta.

Speer, Robert E. *Race and Race-Relations.* London, Fleming H. Revill. 434 p. \$ 3.50.

An effort has been made to supply in this volume a source book of material on the race question as well as a consistent and constructive statement of the Christian view. The eight chapters in the book are thus divided:—

- I. The Origin and Nature of Race,
- II. The idea of Race Superiority.
- III. The good and Gain of Race and Race distinction.
- IV. The Evils and Abuses of Race.
- V. Aspects and Relations of Race.
- VI. An Indian Statesman's view of Race.
- VII. The Solution of the Race Problem.
- VIII. Some Specific Race Problems of today. Every Indian student of Politics, every

social and educational workers in India needs to read this volume. There is no book yet published exclusively on Race or Communal problems in India but this book has at least a chapter and a half devoted to the subject.

AMAL K. SIDDHANTA.

India and the World. *An organ of Internationalism and Cultural Federation. Edited by Dr Kali Das Nag, M. A., D. Litt. (Paris) Indian Bureau, 283, Park Circus, Calcutta.*

The Indian Bureau is directed by Dr Nag in an Internal Society of Cultural Federation: it is co-operating with :—

(1) Institute of International Education. New York.

(2) American Council of Education, Washington.

(3) The International Houses at New York. Chicago and Berkeley.

(4) Hindusthan Association of America, New York.

(5) Institute of Indian Civilization, Paris University.

(6) International Students Service, Geneva.

(7) Royal Italian University for Foreigners, Perugia.

(8) Kern Institute, Leiden.

(9) Deutsche Akademie, Munich.

(10) National University of Peking.

(11) Imperial University of Tokyo, etc. etc.

The Journal which at present is a monthly (subscription Rs. 6 a year) will cover amongst other items such subjects as :—

(a) International Education, Students Exchanges and University relations, (b) India and the Orient—Greater India, (c) India and America—Systematic Study of American organisations, (d) Women movements, (e) Liberal Religious and Fellowship movements.

We recommend this Journal which was started in January, 1932 to all Indian libraries.

AMAL K. SIDDHANTA.

Books on Education

List prepared by the Principal and Staff of the Central Training College, Lahore.

Kirkpatrick. Fundamentals of Child Psychology. Macmillan.

Ross. Groundwork of Educational Psychology. Harrap.

Collius and Drever. Experimental Psychology. Methuen.

Fox. Educational Psychology. Kegan Paul.

Pyle. Psychology of learning. Warwick and York.

Nunn. Education ; its Data and first Principles. Arnold.

Titchener. Experimental Psychology. Macmillan.

Valentine. Experimental Psychology. Univ. Tutorial Press, Oxford.

McDougal. Social Psychology, Macmillan.

Hall. Adolescence. Patridge.

Terman. Measurement of Intelligence. Harrap.

Burt. Mental and Scholastic Tests. P. S. King.

Welton. Principles of Education. Macmillan.

Green. Psycho-analysis in the Classroom. Univ. of London Press.

Tansley. New Psychology. Allen and Unwin.

McDougal. Physiological Psychology. Dent.

Rusk. Philosophical Bases of Education. London Univ.

Dewey. How we Think. D. C. Heath.

Fleming. Schools with a Message in India. Oxford Univ. Press.

Olcott. Village Schools in India. Association Press.

Sturt. The Education of Children under Seven. Kegan Paul.

Van Doren. Fourteen Experiments in Rural Education. Association Pres.

Sleight. Organisation and Curricula of Secondary Schools. Edward Arnold.

- Payten. The New Senior Schools. Grant Educational Co.
- Howard. The Mixed School. London University Press.
- McKee. Developing a Project Curriculum. Association Press.
- Macnee. Instruction in Indian Secondary Schools (revised) Humphrey Milford.
- Kimmins & Rennie. The Triumph of the Dalton Plan. Ivor NicholSEN & Watson.
- Bennet. School Efficiency. Ginn.
- Bray. School Organisation. Univ. Tutorial Press.
- Wren. Indian School Organisation. Longmans, Green.
- Raymont. Principles of Education. Longmans, Green.
- Raymont. Education. Longmans, Green.
- Towards a New Education. The New Education Fellowship. Alfred Knopf.
- Roman. The New Education in Europe.
- Adams. The Teachers Many Parts. London Univ. Press.
- Adams. Modern Developments in Educational Practice. London Univ. Press.
- Wells. The Story of a Great School Master. Chatto and Windus.
- Harris. Towards Freedom. London Univ. Press.
- Dewey. Democracy and Education. Macmillan.
- Kilpatrick. Education for a Changing Civilisation. Macmillan.
- Dewey Schools of To-morrow. Dent.
- Roberts. Extra Class and Intermural School. Heath.
- Holmes. What is and what might be.
- Ballard. The Changing School. Hodder and Stoughton.
- Macmunn. Child's Path to Freedom. Curwen.
- Smith. Constructive School Discipline, American Book Co.
- Brayne. Remaking of British India. Oxford Univ. Press.
- Darling. The Punjab Peasant in Prosperity and Debt. Oxford Univ. Press.
- Calvert. The Wealth and Welfare of the Punjab. Oxford Univ. Press.
- Brayne. Village Uplift in India. Allahabad, Pioneer Press.
- Kerr. School Hygiene.
- Lyster. School Hygiene. Univ. Tutorial Press.
- Board of Education. Suggestions to teachers.
- Dumville. Teaching, Its nature and varieties. Univ. Tutorial Press.
- Garnet. Education and World Citizenship. Cambridge University Press.
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- Mazumdar. History of Education in Ancient India. Macmillan.
- Law. Promotion of Learning in India during Moghul Rule. Longmans, Green.
- Boyd. The History of Western Education. A. C. Black.
- Monroe. A Text Book on the History of Education. Macmillan.
- Adams. The Evolution of Educational Theory. Macmillan.
- Mayhew. The Education of India. Faber and Gwyer.
- Ziauddin. Systems of Education. Longmans, Green.
- Mahmud. History of English Education in India. Aligarh, M.A.O. College.
- Parker. History of Modern Education. Ginn.
- James. Education and Statesmanship. Longmans, Green.
- Quick. Educational Reformers. Longmans, Green.
- Birchenough. History of Elementary Education. Univ. Tutorial Press.
- Boyd. From Locke to Montessori. Harrap.
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- Westaway. Science Teaching. Blackie.
- Armstrong. The Teaching of Scientific Method. Macmillan.
- Smith & Hall. The Teaching of Physics and Chemistry. Longmans, Green.
- Brown. Teaching of Science in Schools. London Univ. Press.
- Cawtton. Science in Education. Oxford Univ. Press.
- Turner. History of Science Teaching in England. Chapman Hall.
- Teaching Aids and Apparatus. Pitman.
- Strong. Lectures in the Methods of Science. Oxford Clarendon Press.
- Mckay. Individual work in Science. London Univ. Press.
- Boole. Preparation of the child for Science. Oxford Clarendon Press.
- Hudson. Broad lines in Science Teaching. Christophers.
- Natural Science in Education. His Majesty's Stationery Office.

Some Experiments in the teaching of Science and Handwork in certain Elementary Schools in London.

Memorandum on Nature Study and the Teaching of Science in Scotch Schools. His Majesty's Stationery Office, London.

Suggestions for the considerations of Teachers, instalment 9 i.e., suggestions for the teaching of Elementary Science including nature study. His Majesty's Stationery Office, London.

Report on Science Teaching in Public Schools (Board of Education, Educational Pamphlet No. 17). His Majesty's Stationery Office, London.

Report on Science Teaching in Secondary Schools. His Majesty's Stationery Office, London.

Bureau of Education, India. Pamphlet No. 12. Science Teaching in England, Bannister. Supdt. Govt. Printing, Calcutta.

Report on teaching of Science in Secondary Schools for boys in England. His Majesty's Stationery Office.

Holmyard. The Teaching of Science. Bell.

Jones. Scientific Methods in Schools. Cambridge University Press.

Brojkssten. Principals of Gymnastics for Women and Girls; translated by Agnes Dawson.

Schmidst and Kohlerauson. Physiology of Exercise; translated by Earl Sputy. Davis. Philadelphia, 1931.

Bainbridge. Physiology of Muscular Exercise. Longmans, Green.

Differentiation on Curricula between the Sexes in Secondary schools. His Majesty's Stationery Office.

Huskinson. Schemes for Physical Education. Blackpool Educational Committee.

Terminology of Swedish Educational Gymnastics. Ling Asson, London.

Dowlings. Terminology of Commanding. Knundson. A Textbook of Gymnastics. Ling Asson, London.

Physical Training Games and Athletics in Schools. Ling Asson, London.

Balet. Primary Gymnastics, Board of Education Syllabus of Physical Training

Firth. The Learning of History. Kegan Paul.

Jarvis. The Teaching of History. Oxford Univ. Press.

Findlay. History and its Place in Education. London Univ. Press.

Keatinge. Studies in the Teaching of History. Blackie.

Holtz. Principles and Methods of the Teaching of Geography. Macmillan.

Fairgrieve. Geography in School-room Univ. London Press.

Barker. Geography in Education and Citizenship. London Univ. Press.

Herbertson in Geographical Journal Vol. XXV page 300.

Mankinder, Britain and the British Seas. Oxford, 1907.

Semple. American History and Geographical conditions. Boston, 1903.

Special application of geography to political problems is developed in Brighan's Geographic Influence in American History. Boston, 1903.

Relation of History and Geography. Oxford University Press.

The best descriptions of the world will be found in the series such as Methuen's geographical Series (London) of which North America, South America, Polar Regions and Asia are already published.

A standard compendium of information in one volume is Handbook of commercial Geography by Chisolm, 11th edition. Longmans, Green.

Roberts and Faulkner. Textbook of Punjab Agriculture. C.M. Gazette Press Lahore.

Milne and Ali Mohd. A handbook of Punjab Agriculture. Lahore, C & M. Gazette Press.

Hall. The soil. London, John Murray.

Hall. The feeding of crops and stock London, John Murray.

Aikman. Manures and manuring.

Bridges and Dicks. Plant study in school, fields and gardens, Herbert Russel.

Russel. The Soil. Cambridge Univ. Press.

Mookerji. A Handbook of Indian Agriculture.

Clouston. Lessons on Indian Agriculture. Macmillan.

Gollan. Indian Vegetable Gardening, Thacker Spink.

- Macknay. Easy Experiments with plants. Oxford Univ. Press.
 Duncom. Plants and their children. Oxford Univ. Press.
 Le-goe. Chapters of Nature Study. Macmillan.
 Thompson. Handbook of Nature Study. Longmans, Green.
 Green. Rural Science. Macmillan.
 Smith. Elementary Agricultural Science. Oliver & Boyd.
 Logan. School Gardening. Macmillan.
 Sanderson & Parkinson. Rural Education in England and Punjab. Calcutta, Govt. Central Press.
 Young. Teaching of Mathematics in Secondary Schools. Longmans, Green.
 Schulz. Teaching of Mathematics. Macmillan.
 Smith. Teaching of Elementary Mathematics. Macmillan.
 Branford. Mathematical Education, Oxford Clarendon Press.

* Books to Read

S. Kumar

Imperial Library, Calcutta.

***Evans, Elwin.** *Christianity.* London, Butterworth, 1931. 2s. 6d.

This small volume forms part of the Home University Library and gives a brief survey of the history and evolution of the Christian thought from the very beginning down to our own times. Although the work is brief and sketchy there is no lack of methodical marshalling of facts with unimpassioned severity. Christianity has undergone various changes and travelled through many vicissitudes to its present forms and position. To the student of history the book affords an ample vista for a glimpse of that dominant factor which led to the development of modern European thought and the formation of modern European nations with a common civilization. It is the cementing principle of the Christian faith—its cardinal doctrines and essence that has made Europe what it is to-day, politically, spiritually, and intellectually. The work is interesting and will be read with profit by those who should like to have a fair conception of the history of the Christian church and faith, *cum* that of European civilization.

***Charpentier, John.** *Rousseau, the Child of Nature.* London, Methuen. 1931. 15s.

It is a biographical study of a very outstanding personality during the most troublesome time in the history of France. Jean-Jacques Rousseau was the first French writer who broke with the national tradition and prejudice. Rousseau himself has left

ample materials in his *confessions* for a constructive biography. Mr Charpentier utilizes these materials and handles them dexterously, so that the present work, besides its being the biography of a very remarkable man who greatly influenced the contemporary thought gives a faithful sketch of the social life in France when the modern advanced ideas of democracy were in the melting pot of the Revolution.

***Faridu'ddin, Attar.** *The Persian Mystics: 'Attar' By Margaret Smith,* London, John Murray, 1932. 3s. 6d.

This small volume forms part of the Wisdom of the East Series and comprises translations of a few selected pieces from 'Attar.' In the introduction a short life of 'Attar' is given and his doctrines discussed. One who wishes to have a glimpse at Sufism and an acquaintance with its doctrines will be much benefitted by reading this handy little volume.

***Masefield, John.** *Poetry.* London, Heinemann. 1931. 3s. 6d.

It is a short dissertation on the nature of poetry and is interesting being the poet's pronouncement on his own art. In fact, it is very hard to define things with which we are very familiar, and we often fail to

Books (marked with an asterisk) can be borrowed from the Imperial Library, Calcutta, depositing their price.

describe adequately things which lie almost before our eyes or even near to the heart. The Post Laureate's opinion on his own art will be surely read with much appreciation.

***Sainsbury, Ethel Bruce.** *A Calendar of the Court Minutes, &c., of the East India Company, 1611-1678; with an introduction and notes by W. T. Otterwill, et. Oxford, Clarendon Press, 1932. 18s.*

This new volume of the Company's Court Minutes will be an interesting addition to the Library from the point of view of Indian history. In fact, nearly during the whole of the period dealt with in the volume a dismal shadow overspread the Company's affairs in the East. England declared war against the Dutch in 1672, and the Company's Court Minutes necessarily reflect anxieties about their trade and possessions, measures for the safety of their ships, and during peace negotiation their efforts were to see that their rights and claims might not be overlooked or forgotten and that they might get redress of their old grievances in their settlements in the East. It is a valuable addition to the library of source-books and reference works on the history of the East India Company during the days when even the dream of an empire was yet to come.

***Savakar, V. D.** *Hindu-Padshahi, or a Review of the Hindu Empire of Maharashtra. Madras, B. G. & Co., 1925. Rs. 3.*

It is a running account of the rise, culmination and the fall of the Maharatha power in India. This sort of a historical narrative will surely please the ordinary readers. The existing materials have been handled in the most attractive way and are quite suitable for those who want to have a fair acquaintance with the subject without much spade-work which a student of history is sometimes required to do by way of referring to the original sources and weighing evidences derived from data available in the contemporary writings.

***Turberville, A. S.** *The Spanish Inquisition. London, Butterworth, 1932. 2s.6d.*

The work forms part of the Home University Library and gives within a short compass an account of the Spanish Inquisition, since its establishment by Ferdinand and Isabella, towards the close of the fifteenth century, down to 1869 when the

principle of religious toleration was first introduced in the constitution of Spain. The Inquisition was the product of the Middle Ages and was adopted in the Catholic countries in different times and maintained for different periods as a means of coping with the problem of heresy which became a menace to the orthodox church. In Spain this method was pursued with insane barbarity. It stemmed the progress of the county; many fields for inquiry and speculation it definitely closed, and intellectual activity was conditioned and directed with restriction, and inhibition. The pitifulness of misconceptions and misunderstandings, the inhuman cruelties, the sufferings of those who wanted to strike out a new path, the heroic devotion to an inner conviction of truth and the blind bigotry unflinchingly pursuing its end are the facts which go to constitute the abiding interest of the history of the Spanish Inquisition. The work gives in a nutshell all that is worth knowing about this militant spiritual antagonism which as a nightmare oppressed Spain for a good many centuries. A copious and partially annotated bibliography is appended to the book and will be greatly helpful for further study.

***Underwood, Eric G.** *A Short History of French Painting. London, Oxford University Press, 1931. 8s.6d.*

It is a small book written in easy language and designed to give a concise history of French painting from the earliest times to the present day. Use of technical words has been avoided as far as possible and the work explains what French painting stands for, the characteristics of the chief painters, and the aims of the different schools which they represent.

TO A MISSAL OF THE XIII CENTURY.

Then a book was still a Book,
Where a wistful man might look,
Finding something through the whole,
Beating—like a human soul.
In that growth of day by day,
When to labor was to pray,
Surely something vital passed
To the patient page at last;
Something that one still perceives
Vaguely present in the leaves;
Something from the worker lent;
Something mute—but eloquent!
—Austin Dobson in the Library Journal.

*Creative Librarianship

Josephine Adams Rathbone

Vic-Director, Pratt Institute School of Library Science, Brooklyn, N. Y.

BEFORE entering on my main theme, I wish to say a few words about the American Library Association and upon the presidency thereof as the office appears after a term's incumbency.

Would that every critic, nay every member, of the Association might be privileged to serve as its president. Though a member of the organization continuously for nearly forty years, never until this past year have I comprehended the Association in all its aspects, in all its activities. Never before have I, nor should I otherwise have, read the Proceedings from cover to cover, the annual reports of its headquarters staff, its boards and its committees from the first to the last page. To the president comes the opportunity of attending the meetings of its principal boards and its committees, of listening to their discussions, understanding their problems, and realizing how much time, thought, and hard work each one is giving to the affairs of the Association. And, above all, never before did I spend a week at Headquarters, sitting with each officer and studying the work of each department in turn, and but for this term of office never should I have had this enlightening experience. For until you do all these things at least once you cannot understand and appreciate as a whole the work the A. L. A. is doing or trying to do. Therefore, since it is probable that besides the office force only the president will do these things, I wish the doing of them, and especially the visit to Headquarters, might be made part of the duty of each president, and I strongly recommend that an appropriation be made each year for the president to visit Chicago for a week when there is no meeting going on, but at a time when the staff is pursuing the even, though strenuous, tenor of its usual task. For as I conceive it, one of the most important functions of the president is to interpret the organization to its members. We are now so large that only a very small percentage of our 15,000 members can see and realize for themselves the magnitude, the variety, the importance of what goes on at Headquarters; its far-reaching influence, the extent to which peoples of all sorts from

college presidents to labour unionists turn to it for information and advice; the extent to which people not only in North America but in South America, not only in Europe but in Asia and Africa and Oceanica as well write to it for help in solving library problems, in setting up library service, or in selecting books for libraries, and if the president has not a realizing sense of all this, he cannot perform his mission of interpreting the working organization to the rank and file with enthusiasm and conviction.

This work of interpreting the organization to its members is, as I said, one of the most important functions pertaining to the office of the presidency. It is useless to expect people to read long reports or papers or proceedings; you know, each one of you, that that is true of yourselves, perhaps not invariably true for all reports, all papers, all proceedings (indeed one member told me that he never listened to a presidential address but that he always read it), but we have each of us, I am sure, had the experience of saying to ourselves, "I am glad to get the Proceedings and some day I am going to read it all through." But does that day always arrive? I fear not. But while few of its members read all of the material, and some read very little of the material issued by the organization, and not all of us who read comprehend the bearing of what we read and therefore sometimes get quite erroneous impressions, the president of the A. L. A. can command a respectful hearing (for a reasonable length of time at least) and words spoken with understanding and conviction will get across, will promote better understanding, and will bring the Association home to the members. Because the president was convinced that the Association needed to be explained and interpreted to its members she has this year tried to accept every invitation to speak that has come her way and has talked quite simply and frankly about the A. L. A., its organization, its aims and its its accomplishments before state associations,

*Presidential Address at the fifty-fourth Conference of the American Library Association, held on April 25-30, 1932, in New Orleans, Louisiana.

local clubs, staff meetings and other gatherings. From the response she has met and the comments she has heard, she has been greatly encouraged and feels that the effort was well worth while. But the experience also deepened her conviction that to many of its members the national association is a far-off entity; they fail to realize that it is theirs, that it exists for the promotion of their interests, for the solution of their problems; that the officers are their representatives, that the headquarters staff are their employees, that all are working to advance librarianship, and that whatever advances librarianship benefits each library and every librarian.

The word librarianship brings me to the main subject of this discourse which I have called "Creative Librarianship." However widely opinions differ as to just how this thing we call librarianship should be classed, as a profession, a craft, a service, an art or a science, we are all agreed that it is essentially that calling which collects and organizes books and other printed matter for the use and benefit of mankind and which brings together the reader and the printed word in a vital relationship. Librarians may have other relations to books, but those other relations are side lines, incidental to, not essential parts of, librarianship. Perhaps you remember a paper that was read at a library meeting in the South two or three years ago and subsequently published, reproaching librarianship for not having contributed to the development of a great imaginative literature, and citing the Frances Newman as the only author of originality and creative power that librarianship has produced. That would be a reproach indeed if authorship were our business, but I submit that it is not; and the series of "Librarian Authors" THE LIBRARY JOURNAL has been running this past year or two, perhaps by way of answer to that critic, convinces me not at all. Librarianship did not produce Frances Newman any more than pharmacy did Keats or mediocre Brett Young. Of course, some librarians have written books, a book may happen to anyone in the course of a lifetime, but the writing of books is no part of a librarian's job. It is doubtful if he is a better librarian for having done so, except as anything that enlarges our experience tends to make us better librarians, and he may be a less effective one if his book distracts him from the efficient performance of his real task. In any case it is simply irrelevant.

Nor is it essential that a librarian be a bibliographer, though some great bibliographers have also been librarians and some librarians have also been bibliographical scholars. But while librarians must know bibliography, and organized librarianship must produce bibliographies to meet its needs, and must be skilled in their use, a librarian may function with entire success without having himself ever compiled a bibliography or written a treatise upon it. Similarly what is called productive scholarship, that research that contributes some modicum to the store of knowledge, is not necessarily part of a librarian's job. He must be familiar with the methods and materials of research that he may aid it, but the actual carrying on of research itself, except in the case of the specialist, is no essential part of librarianship.

In all this talk of librarian authors, in the attempt to remove from our calling the stigma of failing to produce poets, novelists, historians, productive scholars, research specialists, let us not lose sight of the real essence of our job, which is to know books and to understand the book needs of people. It is up to us, collectively at least, to know books of all sorts, to know book values, to be familiar with the literature of all important subjects (so that we not only know what books are of permanent value, but those which have become superseded, and those which are superficial or misleading); to know the different kinds of books contained in different classes, the different points of view they present, and to know source materials, the raw stuff of books, and that for the widest possible range of subjects. We have coped with this part of our job with fair success.

Attention has been concentrated on the book for the past thirty years, principles of book selection have been worked out and codified, courses in book selection based on these principles are taught in all our institutions for library training, scores of tools for the evaluation and aids for the selection of books have been compiled, our resources in serial literature, in special collections of all sorts have been enumerated and appraised. We have also given much attention during the latter part of the same period to the personnel of the profession, those by whom our libraries are collected, organized, and administered. We have investigated and accredited our training agencies, have formulated schemes of service have set up systems of certification

all looking to the improvement of the service rendered by our libraries. And now signs are not lacking to indicate that we are beginning to realize that a knowledge of books and tools is not enough but that in order to select books and to use them wisely we must know more about people than we do, not only people collectively or in groups, but as individuals. We must know about the reading tastes, capacities, needs and habits of individual readers on all levels of the social structure.

That this is a move in the right direction that the world expects of us a knowledge of reading tastes and interests, is shown by the chapter on the "Library as Market" in the Cheney Report on the Book Industry. In order to find out the value of libraries to the trade the question was asked of public libraries. "What have you found the most effective method of studying the reading habits of your community?" Replies from 200 libraries indicate that forty used personal contact, thirty-five studied circulation figures, thirty-one studied requests and thirty-one reported observation through books borrowed, five followed study club programs and four reported contact with local organizations, while sixty-seven admitted that they did not study reading habits at all. Cheney's comment. "How many of these methods could be accurately designated as a study of reading habits and reading interests, how many are adequate as a sound basis for serving the whole community?" is perhaps deservedly ironic and should serve to arouse us to a realization that the time has come for us to develop an organized body of information about the human needs we exist to direct and to meet.

This does not mean of course that the sixty-seven libraries who reported no specific study of study habits, or the others whose methods seemed to Cheney so inadequate, have not adapted their choice of books to the needs of their public empirically with some fair measure of success, just as there were well selected, well-balanced collections of books before the principles of book selection were formulated and taught in library schools. And up to very recent times no one, not even psychologists, have known much about reading interests; indeed one eminent psychologist assured an inquiring readers' adviser that if she came back in twenty years he might be able to answer her questions. So it is hardly a reproach to us that we do not know more than we do, we have only just gotten to the point where we

are in a position to study this aspect of our problem at all. It is only since the new emphasis on adult education, during the last decade, with the consequent appointment of readers' advisers and the establishment of a readers' advisory service that libraries have been able to make systematic investigation into and to record the reading tastes, interests and habits of individual readers. When readers' advisers have had time to collect and study these records, to compare their experiences as they are doing, they will be able to work out conclusions founded on a considerable body of data. Then shall we have a basis for the formulation of effective methods of adapting book selection to reading habits. Some of the best brains of the profession are now at work on this problem. Psychologists and students of pedagogy are also investigating in this field, and we can doubtless use some of their findings, possibly adapt some of their techniques, but the problem is our problem, and to be of use to us the data, the methods and the conclusions should be our own.

With the whole range of book knowledge and reading interests as our field we have creative possibilities before us vast enough to employ all our intelligence and all our energies for lifetimes to come. Why not recognize this and set up our own standards instead of adopting those of other professions?

Instead of urging assistants in public libraries (college libraries may find themselves so tied up with the prevailing academic standards that they must perforce adopt them), instead of urging assistants in public libraries to spend their all too scanty leisure accumulating credit by taking college courses that have no direct bearing upon their work as librarians, courses that will not make them better able to select books, to advise readers, to assist scholars; why should we not urge them to read more and to study the reading of others? Why should we not study the reading habits of our own assistants, have them report from time to time on the books they have read and on their experiences in recommending these books to others; give them opportunity to read the more important of the recent books, have staff libraries as some are now doing, or staff copies of the stimulating, horizon-widening books that will help them keep abreast of the time and that will enable them in turn to stimulate and guide the reading public to the selection of worth-while books? We may make

our educational requirements for entrance into library work as high as is needed, but why should not advancement depend not on the acquirement of higher degrees, but upon the quality and quantity of reading done, upon increased book-knowledge, upon the value of reference or readers' advisory service rendered, upon the successful administration of a branch or department, in a word upon growth in librarianship based upon standards appropriate to librarianship, not upon the obtaining of degrees which are based upon academic or pedagogic standards. Let us realize also that work in a library is educative in itself. Given a good background, a basic technical training, a taste for reading, an enquiring mind and an interest in people, the qualities that make for successful work with readers, as, knowledge of books, imagination, sympathy and understanding of human nature and human needs, can better be developed by work in the circulation or reference departments or children's rooms of a good library under the stimulus of a broad-minded inspiring chief than they can be in college class rooms, and it is also true that the acquisition of a higher degree is no evidence of their possession. We should also realize that this work of fitting the book to the reader, child, youth or adult, is truly creative, though the results are not concrete and cannot be appraised by the canons of art or measured by the instruments of science.

Let us not make the mistake that the educational world has been criticized for making that of judging and rewarding teachers in secondary schools or colleges not by their teaching but by their degrees and by their contributions to so-called productive scholarship, with the result that the teachers' best energies are too frequently expended not in the class room but on their own studies, while the students who should look to them for stimulus and for inspiration too often leave school or college unsatisfied.

In addition to knowing books, selecting them wisely, and using them productively a librarian has the opportunity of creating within the library an atmosphere favorable to the finest and best use of that collection, of developing an organization of staff members capable of interpreting and adapting the library to its public. If you think that is not a creative job of the highest order, remember what the late Henry E. Legler did with the Chicago Public Library by breathing into it his own spirit of

enlightened and devoted service. Mr Legler was only incidentally an author or a bibliographer, but he was one who loved books and his fellow men, and he recreated a library that became a living force in the community.

Librarians cannot only create a library, make opportunities for intensive as well as extensive book service, inspire a staff to render the best possible book service by knowing books and understanding people, but they must have a comprehensive view of social trends and movements, that they may ally themselves and their libraries with all the constructive forces in the community that are helping to build a better world than the one we now live in.

Those engineers and economists who have vision, who see paths out of our present difficulties, seem agreed that this is no mere cyclical depression, but the end of an epoch—the era of production—and that prosperity, even our civilization itself, depends on ways being found to bring about a wider and more equitable distribution of purchasing power among all, the people, and that among the methods to reach this end are the breaking up of the huge unwieldy inhuman combinations into lesser units, not concentrated in large cities, but scattered over the country in smaller communities, where living conditions are better, rent and food cheaper, and also in the wider distribution of employment by means of far shorter hours of labor. It is hardly necessary to point out to a library audience what these two factors, the development of smaller industrial centers throughout the country and greatly increased leisure, mean to the libraries of the country in the way of enlarged opportunities for usefulness. Of the libraries, part in providing thinking Americans with the best and most timely literature on economic and social subjects much has been said during the past six months, and much has been done by librarians in co-operation with other book agencies to put this material into the hands of the reading public.

Of the need for educating the public to a realization of the social value of the library both as a purveyor of ideas and as an element in keeping up morale much has also been said, and something has been done to bring before the budgetmakers this aspect of the situation.

There is another angle from which I wish to consider our part in the remaking of the

common life. A very suggestive book. *The Twilight of the American Mind*, appeared just before the end of the late jazz age and deserved far more attention than it received. In it Professor Walter Pitkin pointed out that we were educating for the higher executive positions in industrial life a vastly greater number of young people than industry with its tendency towards consolidation of organization is going to require or find place for. We are also educating more lawyers, more doctors, and now it seems more librarians than we need or than there are places for in the several professions. What is to become of these young people? How are they to get that satisfaction that comes from the exercise of their trained minds, their constructive abilities? For unless these are employed the ensuing discontent will express itself in social revolt, in destructive rather than in constructive activities. They will probably have to seek employment along the lower levels of industrial life, but when it is possible to make a living by working a few hours a day even at a mechanical task contentment may be achieved if there be time and opportunity for a cultural or creative life during one's leisure hours.

So there must be outlets provided for the energies of our educated youth, opportunities for creative activities in every community, a change of emphasis, perhaps of direction, so that the ideals that are held up shall be those of an inner development; so that success shall not mean the accumulation of money; but the attainment of the good life in which each man and woman has the leisure and the opportunity for the development of his innate tastes and aptitudes. There should be more chance everywhere not only to hear but to take part in the production of good music, there should be choruses and orchestras in every community, there should be more participation in the production of plays and pageants, more folk dancing more widely diffused skill in the use of the pencil and brush, more knowledge of natural science, more activity in the crafts, so that in each community, beautiful pottery or

rugs, or hand-woven fabrics may be produced, gardens cultivated, experiments made in horticulture, in breeding, more study of birds, of plants, of soils, so that each member of a family shall be interested in raising or producing something that shall contribute to the beauty, the comfort, or the interest of the home and to the enrichment of his own life.

In the forwarding of these manifold interests the library can and must play a most important part; it may be a centre from which shall radiate not only information but quickening impulses, dynamic forces, spiritual influences. An example of this was brought to my attention recently. There came a few years ago to a rather drab little manufacturing town a librarian who was a flower lover. She planted flowers in the front yard of the library and in the back. When a club leader came to ask advice on a programme for the season she suggested gardens and bought and borrowed a collection of alluring garden books for their use. Next spring there was vigorous planting in many neglected yards. A little later a garden club was started, prizes were offered, and within three years the whole aspect of that shabby town was changed and an absorbing interest brought into the common life.

Such opportunities lie all around us. Many of you are now taking part actively in the development of such local interests. One library is leading in the little theatre movement, another is lending framed pictures as well as books, another is conducting discussion clubs.

Recently at the Boston Public Library there was held an exhibition of beautiful pottery which was made by the members of a club started at one of the branches. We must each of us open our eyes to the needs of the times. Let us have vision and conceive of our job not only as one of detail or techniques, of research or of academic standing, but creatively as one of the greatest potential forces making for a more interesting as well as a more equably ordered world.

The Punjab Library Conference

(Second Session)

PRESIDENTIAL ADDRESS

A. C. WOOLNER, Esq., M.A., C.I.E., F.A.S.B., *Vice-Chancellor,*

University of the Punjab.

LADIES & GENTLEMEN—

Believing as I do in the enormous importance of Libraries as an educational factor and believing also that the value of any library can be doubled, to say the least, by intelligent administration, I was very glad to accept the invitation to preside at this occasion of the Punjab Library Association.

That Libraries are necessary in schools and colleges has come to be recognised; that town libraries are good things to have, if they do not perceptibly affect any body's pocket, is more or less admitted. We are however still very far from adequate notions as to what schools and colleges require if their students are to compete on even terms with countries where the value of libraries is really understood. Outside Lahore I have not seen in any town of the Punjab a public library that did it much credit.

I wonder how many of you possess a print or photograph of the Public Library in Lahore. I should advise you to obtain one, for in the course of a decade or so such a picture may be valuable and eagerly sought for by the collectors of curiosities. It will then be incredible that a great city of something like half a million of inhabitants could tolerate the housing of its Public Library in a building so unsuitable and so ludicrously inadequate to its purposes.

In the collection of books there has been considerable progress in Lahore during the last 30 years, but the development of buildings not merely to contain them but also to provide proper facilities for reading and using those books has lagged far behind. We must give credit for what has been attempted and achieved but we must not remain blind to the fact that we are not even half way to a reasonably satisfactory standard.

When I first knew Lahore—29 years ago—there was practically no University Library. There were a few books in the University Office, used I believe only by the Principal of the Oriental College and Dr Griswold. In a joint memorandum on the needs in the University written by the Vice-Chancellor (the late Sir Lewis Tupper) and myself we stressed the importance of a University Library and half a lakh of rupees was contributed by the Government of India. In the first

draft of that memorandum I quoted the annual expenditure on the Bodleian Library at Oxford. That sentence was cut out by the Vice-Chancellor. The amount no doubt was considered too indecently large to be mentioned in the same breath as Lahore.

Of course we cannot expect to compete on level terms with the great benefactions that have accumulated in the West since the Middle Ages or with the great wealth of some other countries. Nevertheless if anyone investigated the percentage of income that is devoted to the buying of books and to the provision of Libraries, he would discover that the Punjab has much leeway to make up.

It is not an abstract matter of building up a great monument—a national glory which only strangers and sometimes children visit, it is not a question of accumulating individual merit—as by gilding a dome or pinnacle in a temple, by making a tank or by the construction of innumerable images of Buddhas and Bodhisatvas.

The building and filling of Libraries is not merely a religious duty, not merely a meritorious act—it is also and primarily the furnishing of one of the elemental needs of modern civilization. That need is the opportunity for creating and fostering the habit of intelligent reading, which is one-half of real education. Teach the boy or girl to read, in one, two or three languages; to the young that makes less difference than many folk imagine. Then make reading an essential part of their lives. Give some of them a taste, others a thirst, a passion for reading—and there is material for Professors to work on by directing and assisting their reading and occasionally testing their comprehension of what they may read. Eventually the professor may test the student's ability to write something that it may be worth the while of somebody else to read.

Compared with this the whole mechanical process of memorising notes and cribs, of examinations according to some low percentage of facts and sentences remembered, and the distribution of various labels like A. B. or B. A. is almost valueless.

The foundation of sound education lies not only in well-equipped laboratories and the habit of investigating material facts, but also and primarily good libraries and the reading habit.

When a new college is instituted, the University says you must have a library, and you must expend at least so much on it. With a slight exaggeration I would be inclined to say—only those people who have created a good library properly equipped and administered shall be allowed to engage teachers or enroll students. Only those colleges which possess a library adequate for the needs of degree work, for the guidance of more advanced reading, with facilities for the teacher's own studies, shall be allowed to enroll advanced students.

A town that demands a college, an individual or society that wishes to found a college, should be asked first where is your library and what is it like? Make the library first and then perhaps we will allow you to guide the reading of a certain number of disciples in that library.

However, human habits change slowly, especially bad habits. Librarians gathered here can hardly expect to come into their own, in their present life-time. We cannot expect to dispel the clouds of ignorance in one generation, but by united effort something may be done to spread wider some inklings of what we are driving at, and we must make the most we can of every inch of ground we are able to capture.

In the most advanced stages of University work, and in technical subjects the importance of Library facilities is recognised. That in India has to be driven down deeper, till it reaches even the high schools, and eventually the individual home.

Something has been done towards providing schools and colleges with libraries—we should clamour, clamour, clamour, for more to be done throughout—giving credit for every advance and ridiculing those that lag behind.

I believe some school libraries function also as public libraries. This plan could be largely extended and include Collage libraries in mufassil Towns—with a trained librarian in charge, and a grant from the municipal or district authorities,—one good library could serve both purposes better than two poor libraries.

Given a chain of libraries of different grades all through the Province, it should be possible to stimulate the reading habit by circulating new books every year from a central agency—book boxes could be sent at special rates by rail or by lorry. They would remain with each library for sale two months and then be moved on. Thus the reader of each library could have the opportunity of seeing six times as many books as they could afford to buy from their own resources. I have not worked out the details, but if there is ever any more money in this Province, I make a present of the idea to the Minister of Libraries.

The need of a new building for the Public Library, Lahore, is so glaring, that we forget about it : yet we should lose no opportunity of impressing on municipal councillors and local legislators that this is the next thing for Lahore to build. The University Library approaches the time when a new wing will become essential even by our present standards. It is a good many years now since I first urged an extension to accommodate a collection of maps, a geographical gallery illustrating many countries of the world, and, a department of prints and reproductions of famous pictures from all over the world.

When I visited recently the reorganised University Library of Prag, I could not help feeling what a modest affair our University Library is. There were great reading-rooms for students to work in, for research students and for University teachers—each with its own special staff and particular facilities. Truly there are two Universities in Prag to use this Library, but Prag has only some 600,000 inhabitants and the whole state only 13½ million. But the Czechs are a live people and they demand the best opportunities the State can give them. What College in Lahore is satisfied with its Library? It is at least some satisfaction if none of them are content. Many public schools in the west possess better appointed and more inspiring libraries than any College in Lahore.

On the other hand our collections of books are not contemptible and are growing steadily. Moreover I believe our administration of our libraries in the interest of readers is much better than in many ancient libraries in Europe.

There are many University libraries in Europe where the reader cannot get at the books. He consults a catalogue and fills up a form. He hands in this form over the counter, and is asked to call for the book between certain hours the following day.

That we have more modern methods in the Punjab is largely due to the happy accident of our American connection. It was due to the suggestion of the Forman College, voiced by the late Sir James Ewing, then Vice-Chancellor, that the University Library was re-organised by an American expert, Mr Asa Don Dickenson, and that the methods then introduced have spread widely over the Punjab and beyond.

I am glad to see that this connection still in a way continues. As a regular reader of *The Modern Librarian*, I have an idea that this Association owes a great deal to its Chief Editor, Dr Velte, Chairman of the Council. To him and to his colleagues our congratulations are due for another year of successful work for the organisation of this Annual Meeting.

THE PUNJAB LIBRARY CONFERENCE

SECOND SESSION

Resolutions Passed.

1. This conference places on record its deep sense of sorrow at the death in December last of two eminent American Librarians—Melvil Dewey, known as the father of modern library progress, and W. A. Borden, Late Director of Libraries, Baroda State.

Moved by the Chair.

2. In order to avoid unnecessary duplication of books in cities or towns where there are two or three public libraries this Conference recommends the formation of inter-library boards to assist in the selection of books in such places.

Moved by Dr F. Mowbray Velte, M.A., Ph.D. (Princeton).

Seconded by Mr A. K. Siddhanta, M.A, S.T.M. (Harvard).

3. This Conference recommends to municipal committees to consider the establishment of a system of travelling libraries by which they should distribute books to women and children in their homes and to non-infectious patients in hospitals.

Moved by Kh. Abdul Karim, M A., Lahore Municipal Committee.

Seconded by Mr Ram Labhaya Sabhlok, Dyal Singh College.

4. In order to increase efficiency in library service this Conference recommends to the managements of all school, college and public libraries to get their librarians trained in library work and that no librarian in future be employed in any library who does not possess suitable educational qualifications and who has not undergone a course of training in library work.

Moved by Mr S. N. Das Gupta, M. A.

Seconded by Mr Sant Ram Bhatia.

5. This Conference requests public libraries to encourage the reading habit amongst children by making available easy books for boys and girls both in the vernacular and English languages ; and also calls attention to the admirable arrangements made for children by the Dyal Singh Public Library, Lahore.

Moved by Mrs J. M. Benade.

Seconded by Mrs A. L. Najmuddin.

6. In order to broadcast more knowledge amongst the masses this Conference recommends to public libraries to spend more money on the purchase of books in the vernacular languages of the Province and on Indian periodicals than

they have hitherto been doing.

Moved by Mr Gopal Das, M.A., Government College, Ludhiana.

Seconded by Mr Bhagat Ram, B.A., K.E. Medical College.

7. This Conference recommends to principals of colleges and authorities of public and university libraries that in future the training and experience of librarians be given more adequate consideration in the matter of salary, grades and privileges inasmuch as he carries both administrative and educational responsibilities.

Moved by Mr Raja Ram Kumria, M.A.

Seconded by Mr Abnashi Ram Talwar, B.A., Govt. College, Lahore.

8. In order to stimulate the circulation of books in public libraries this Conference urges their trustees to publish monthly lists of new additions and circulate them in Colleges, Schools and Offices and also to publish important titles in newspapers.

Moved by Mr N. C. Daruwala, M.A. (Ludhiana).

Seconded by Mr A.N. Kapoor, M.A., Central Model School.

9. This Conference recommends to Public libraries that the old system of opening libraries in the mornings and evenings should now be replaced by continuous opening extending from eight to twelve hours a day and that no member of the professional staff be required to put in work for more than 33 hours a week.

Moved by Mr I. H. Qureshi, M.A., Librarian, Delhi University.

Seconded by Mr Harbans Lal, B.A., Sanatan Dharam College.

10. With a view to keep librarians in touch with everyday improvements in library work and to aid in the selection of better books for their libraries this Conference desires to bring to the notice of all School, College, Municipal and Public Libraries "THE MODERN LIBRARIAN" published by the Punjab Library Association, Lahore.

Moved by Mr B.C. Harrington, M.A., (Columbia).

Seconded by Lala Shankar Das, Headmaster, Shamsher Singh High School, Nahan.

11. This Conference regards the action of the Punjab Government and the Punjab University in stopping grants to public and College libraries as unfortunate and recommends that their grants should be reinstated and that economy should be made in other departments under their administration.

Moved by Mr Man Mohan, M.A., Hindu Sabha College, Amritsar

Seconded by Sardar Rajindar Singh, Khalsa College, Amritsar.

THE PUNJAB LIBRARY ASSOCIATION

BYE-LAWS.

1. Name.

The name of the Association shall be the Punjab Library Association. It shall be a federation of all libraries and library associations in the Punjab. But membership of the Association shall be extended also to persons or institutions outside the Punjab.

2. Objects.

- (1) To further the establishment, extension and development of libraries.
- (2) To promote better administration of libraries by giving advice and assistance to library authorities in the organization and administration of libraries.
- (3) To promote more wide-spread love of reading among the people by conducting lectures, cinema shows and exhibitions for children and adults in the use of books and libraries and on other popular educational subjects.
- (4) To increase efficiency in library service by uniting all persons engaged or interested in libraries by holding conferences and meetings for discussions on subjects concerning library work.
- (5) To propagate adult education by helping in the establishment of night schools for those who are beyond the school-going age.
- (6) To issue magazines and books on library subjects.
- (7) To conduct courses in library science and to issue certificates of efficiency in library work.
- (8) To promote whatever may tend to the improvement of the position and qualifications of Librarians.

3. Membership.

The membership of the Association shall be open to all institutions and persons interested in modern library progress. Members residing outside the Punjab shall not hold office in the Association.

4. Constitution.

All members of the District Library Associations shall also be members of the Provincial Library Association. There shall be three classes of members:—

1. Patrons who pay Rs. 20 a year.
2. Donors who pay Rs. 10 a year.
3. Ordinary Members who pay Rs. 5 a year.

All subscriptions shall be paid to the Punjab Library Association directly or through the District Secretary. The income derived from a district shall be shared as follows:—

The Provincial Association shall receive Rs. 5 for each patron, donor and ordinary member to meet the cost of *The Modern Librarian* supplied to members. A district association shall receive Rs. 15 for each patron, Rs. 5 for each donor and any more money that it will receive as donations.

5. *Privileges of Members.*

Every member shall be entitled to take part in, and vote at all the general meetings of the district as well as provincial association and attend the lectures and exhibitions conducted by the associations without any extra payment and shall receive issues of *The Modern Librarian*, a quarterly journal published by the Association.

N. B.—The annual subscription to the Journal is Rs. 5.

6. *Fellows.*

The provincial council shall elect "Fellows" of the Association on the recommendation of the district councils, wherever they exist, from their Patrons, Donors and Ordinary Members who are doing conspicuous service to the Association in the accomplishment of its aims and objects. Members residing outside the Punjab can also be elected as Fellows.

7. *Honorary Fellows.*

The provincial council shall have power to elect a limited number of persons who have rendered distinguished service to the Association as Honorary Fellows. The Honorary Fellows shall not pay any subscription but shall enjoy all rights and privileges of membership.

8. *Officers of the Association.*

The Officers of the provincial association shall be a President, two or more Vice-Presidents, a Chairman of the Council, a General Secretary, one or more Joint-Secretaries, one or two Financial Secretaries, a Legal Advisor and an Auditor. The office of the provincial association shall be in Lahore and all these officers shall be elected from local Members. The district associations shall have their own Officers and Councils.

9. *Council.*

The Association shall be governed by a Council consisting of:—

- (1) Its Officers.
- (2) Ten or more elected local Councillors from the Members of the Association.
- (3) One representative of each institution in Lahore and
- (4) the Chairman, the Secretary,

and one more representative of each district library council, preferably a librarian.

The terms of office of the Councillors shall be one year except that of representatives of institutions, whose terms of office shall be controlled by the head of the institution which he or she represents.

10. The President and the Chairman of the Council.

The President shall preside at all meetings of the Association and the council at which he is present. In the absence of the President, the Chairman of the Council shall preside. The Chairman of the Council with the collaboration of the General Secretary shall be responsible for the administration of the Association. They shall call meetings, draft reports, and conduct correspondence on behalf of the Association and shall have charge of all books, papers and property of the Association.

11. Annual General Meeting.

The Annual General Meeting of the Association shall be held each year at such time as the provincial council may determine. The business of the Annual General Meeting shall be to receive and consider the report of the Chairman of the Council on the activities of the Association and the annual statement of accounts, to discuss and decide questions in regard to the affairs and management of the Association, to elect officers and councillors for the ensuing year and to consider and decide upon any proposals for the making, repeal or amendment of bye-laws. The financial year of the Association shall end on the 30th of June each year.

12. Election of Officers and Councillors.

Officers of the Provincial and District Library Associations shall be elected as follows:—

Prior to every Annual General Meeting, the Executive Board shall nominate for the consideration of the Council and afterwards of the Annual General Meeting the Members whom they recommend for election as Officers and Councillors for the ensuing year.

13. Ordinary General Meetings.

The Provincial as well as District Library Associations shall hold Ordinary General Meetings from time to time where papers on library subjects will be read followed by discussions on the subjects of the papers. They shall also arrange lectures by prominent persons on popular subjects under their auspices and may invite local public libraries, bookshops and others to distribute available bibliographical matter on the subjects of the lectures. Nothing relating to the

regulations and management of the Association shall be brought forward at such meetings.

14. Quorum at Meetings.

At all General Meetings of the Association *seven* members shall form a quorum. At all meetings of the Council *five* members shall form a quorum. At all meetings of Executive Board and Standing Committees *three* persons shall form a quorum. All matters of dispute shall be determined by majority vote.

15. The Executive Board.

The Executive Board of the provincial as well as a district association shall consist of the Chairman of the Council, the General Secretary, the Financial Secretary and four other Officers elected by the Council. Under ordinary circumstances the Executive Board shall act for the Council and shall transact the business of the Association.

16. Standing Committees.

The provincial as well as district councils may appoint standing committees the members of which will be selected from the Council and from the Members to deal with various departments of the Association's work.

17. Annual Conference.

On the invitation of any district Library Association the provincial council shall have power to convene a provincial annual library conference in that district on the occasion of the Annual General Meeting or at any other time suitable to the district association. The expenses of the Conference shall be borne by the district association, which has extended the invitation.

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